A STUDY OF FACTORS FOR CONTINUANCE AND DISCONTINUANCE OF GIRLS IN ELEMENTARY SCHOOLING.

(Project Financed by NCERT)

Bombay Regional Report.
November 1992.

Junior Project Fellows:
Smt. M. Panse
Smt. H. Kovale
Smt. S. Patil
Smt. M. Savardekar

Regional Coordinator:
Dr. Shubhada V. Joglekar
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Dept. of P.G.Education
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Bombay 1992 S.V.Joglekar

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CHAPTER I

INTRODUCTION TO THE STUDY

1.1 Background for the Study:

The Fundamental Rights and Directive Principles, which are complementary to each other, constitute the conscience of our constitution. Directive Principles prescribe the goals to be attained and the fundamental rights lay down the means to achieve the goals.[1] Article 45 is regarding provision of free and compulsory education for children. It states,

> The State shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.[2]

The goal which was to be obtained in 1960, is still a mirage. Even in the urban areas, in slums the problem of wastage and stagnation is serious.

At primary stage the total enrolments have increased from 19.2 million to 92.9 million during 1950-51 and 1987-88. In 1950-51, number of girls and boys enrolled were 5.4 million and 13.8 million, respectively. In 1987-88, the enrolment of girls was 37.8 millions and boys was 55.2 millions. During 1950-51 and 1987-88, the total enrolment at upper primary level has gone up from 3.1 million to 29.9 million, the corresponding rise for girls was from 0.53 million to 19.2 million.[3] The Gross Enrolment Ratio of girls has gone up from 24.9 per cent to 82.50 per cent from 1950-51 to 1988-89. Still 18 per cent of the girls in the age group 6 to 14 years are not enrolled in the primary education.[4]

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[1] **The Constitution of India: Central Law Agency Allahabad Page 18**

[2] **Ibid - Page 20**

The drop out rate in case of girls is so high that for every 100 girls in Class I in urban and rural areas, only 14 urban and 1.44 rural girls reach Class XII.[5]

As per the 1981 census, the total number of non-enrolled girls in the age group of 5-9 years and 10-14 years works out to be 33.8 million and 22.4 respectively. There is a significant difference in the enrolment ratios of boys and girls, and the gap increases with each stage of education. The problem of UPE of girls is acute amongst the socially and economically deprived classes.

In spite of special provisions and efforts by the government , the situation has not improved.

Many studies are taken up at various stages by individuals and at institutional level to find out the causes of Wastage, Stagnation and non-enrolment of girls in schools.

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[3] Usha Nayar : UNESCO sponsored study on universal primary education of rural girls in India. Department of women's studies NCERT 1991 page 172

[4] Ibid Page 182

[5] Ibid Page 201

1.2 Review of Related Studies:

1.2.1 Individual Studies:

It was observed that most of the studies conducted, aimed at finding out the reasons for wastage and stagnation. Any study concentrating on non-enrolment was not found.

Many studies were conducted at Tata Institute of Social Sciences by individuals.

1.2.1.1 Anagami(1971) studied dropouts from school by interviewing 16 boys and 14 girls from the age group 14-21 years and who have not reached the S.S.C level. The respondents were from the B.I.T chawls near Dhobitalao area in Bombay.

The objectives of the study were

1) To find out the SES and environmental characteristics of drop-outs.
2) To determine the educational background of drop-outs and other children in the household.
3) To ascertain the factors contributing to dropping out from schools.
4) To find out how much the drop-outs know about existing opportunities for getting education and vocational training.
5) To determine their motivation for further education and vocational training.
6) To ascertain their reaction to possible programmes of rehabilitation.

The interviews conducted were structured ones using the schedules. The main findings were

1) 83 per cent came from income below Rs. 500 per month.
2) 82 per cent came from small and medium nuclear families, 14 per cent from large nuclear families and the rest 4 per cent from joint families.
3) Out of these, 83 per cent of boys and 52 per cent of girls left school due to economic reasons.
4) 83 per cent felt sorry when they dropped out.
5) Out of 30 respondents, 8 were very knowledgeable, 20 quite knowledgeable and 2 some what knowledgeable.
6) 50 per cent of the respondents wanted to continue their study, but only one was making some efforts to continue and 4 were attending other training classes.
7) Out of them, 40 per cent held the view that drop-outs should be given financial help, 23 per cent suggested employment and 27 per cent had no idea about the help they need.
8) 60 per cent held the view that a programme of financial help would be more suitable.
9) Out of them, 23 per cent, 43 per cent and 34 per cent left out at the primary, middle and secondary stage respectively.
10) Out of 3 per cent were the only child, 30 per cent were eldest, 53 per cent were middle and 14 per cent were youngest.

11) Besides economic reasons, 17 per cent gave work at home as reason for drop-out, 20 per cent left because of ill-health and 7 per cent did not like the school.

1.2.1.2 Chaliha (1971) studied the drop-outs in a suburban of Bombay. It was found that the families had low income, parental educational level was low. Many of them were migrants but that was not the important reason for drop-out. There was no high school nearby and due to the distance of the school, there were drop-outs. The parents and children felt sorry for leaving the school but did not make any efforts for further study.

1.2.1.3 Aryan (1972) studied 30 drop-outs from Dharavi slum area which is the largest area in Asia. It was found that large number of respondents were chawl dwellers, belonging to schedule caste with low SES. They left studies because of economic and social difficulties. Their educational and occupational aspirations were low. The striking fact was that the children took decision to leave the school.

There were many studies - Adenwalla (1970), Billimoria (1970), Dongre (1970), Sangama (1970), Daniel (1970), Sardeshpande (1970), Sheth (1970), Bhagat (1971), D'Souza (1971), Eaton (1971), Fernandes (1971), Gardener (1971), Kakoty (1971), Nayak (1971), Vijayanand (1971), Chattopadhyay (1982), Mathew (1985) - conducted as TISS. All of them were related to drop-out children. The main reasons for drop-out were economic, social, household responsibility. Very few stated ill-health as a reason.

All the above studies were aimed at finding out the factors for discontinuance of children from school.

1.2.1.4 Alaskar (1990) studied the factors for continuance of girls in schooling. For her M.Ed dissertation submitted to SNDT Women's University. She selected 25 girls from her own school, who have either or all of economic, social, emotional difficulties. The girls were asked to write the diary, stating What they do from morning till night, What they eat, What they feel etc. The girls were interviewed, home visits and Parental interviews were conducted, and diaries analysed qualitatively.

The motivating factors can be summed up as follows

1) Exposure to educated, well-to-do, cultural families motivated girls to overcome economic difficulties and in continuing education.
2) Mass-media helped in motivating them.
3) School environment and the teachers' attitude were responsible for continuance of girls in schooling.
4) Adverse social conditions were also motivating to some students.

1.2.2 Institutional Level Studies:

In Bombay, Education Department of Municipal Corporation of Greater Bombay has its own primary schools with Marathi, Hindi, Gujarati, Urdu, Kannad, Telugu, Tamil, Sindhi, English as medium of instruction. The study of wastage and stagnation in Municipal Primary Schools between 1972-1980 was conducted by

Research Unit of Education Department, Municipal Corporation of Greater Bombay.

The study included following groups

Group I - 1,790 children enrolled in Std.I in June-July 1972 in 14 schools which were followed up for seven years till April 1979.

Group II - 5,068 children enrolled in Std.I in June-July 1973 in 25 schools, which were followed up for seven years till April 1980.

Group III - 11,338 children enrolled in Std.I in June-July 1976 in 53 schools which were followed for four years till April 1980.

Group IV - 58,797 children enrolled in 372 schools in Std.I in June-July 1980, which were followed up for one year till July 1981.

The total sample nearly 10 per cent of the Std.I population as on 1st April 1981.

The tools used were school information bank, interview schedules for teachers of dropouts, drop-outs and their parents.

The conclusions were as follows

1) The combined rate of wastage and stagnation for four years from Std.I to IV was as follows

   A) 70.73 per cent in Group I.

   B) 71.30 per cent in Group II.

   C) 70.59 per cent in Group III.

2) The percentage of failures in the class decreased with grade.

3) The rate of wastage and stagnation was highest in Hindi Medium Schools followed by Urdu Medium Schools.

The causes of wastage and stagnation given by teachers were studied. It was found that the availability of physical facilities decreased the rate of drop-outs and use of appropriate teaching aids also prevented drop-outs, but the teachers' qualification and school timing had no effect on drop-out rate.

The reason for drop-out given by drop-outs were poverty, domestic difficulties, bad company and adverse school conditions. More or less, the same reasons were given by parents.

The same type of study was undertaken during the years 1984-88. The reasons for drop-outs are given as follows

1) Poverty
2) Visiting native place very often.
3) Change in residence because of demolition of huts.
4) Family reasons like alcoholism, quarrels at home, parents neglecting the education of children etc.
5) Employment - child labour.
6) Illness - self and of family members.
7) No school nearby.
8) To look after the siblings and household work.
9) Dislike for school.

10) Bad company, involvement in gangs which are engaged in social destruction.

11) Shyness because of overage and insufficient clothes.

12) Teachers' unhelping, non-understanding behaviour.

13) Dull school environment.

The research cell on Bombay Municipal Corporation Education Department has given the difficulties in universalization of primary education in urban area as follows

1) Immigrants from all parts of the country.

2) Only 50 per cent of enrolled in Std.I reach upto Std.IV in 4 years.

3) The achievement of student is very poor.

1.3 Rationale:

Drop-out rate being very high, most of the studies are related to finding out causes of wastage and stagnation. Population explosion, urban growth, industrialization, unemployment, are some of the major reasons for wastage and stagnation.

Based on the recommendations of such studies, local bodies and State Government is trying to provide better facilities for education, still the goal is not attained.

In most of the studies, the school climate, facilities available in schools are studied. Like school or even more than school, home environment and the social environment of the child affects his or her lifestyle. Household provides the real contest of a child's life.

To study the factors responsible for girl's education from household, it is necessary that the entry point should be the household. The perceptions and views of parents as well the physical facilities and social-emotional climate affects the child's personality. The schools - particularly the Government schools have a stereotyped atmosphere. A question arises as to why few children drop-out from school whereas some children from the same school continue in education. Along with school, to study the factors for continuance of girls in schooling from household, the present study used household as a unit of analysis.

The problem of education is more acute for slum-dwellers. To get the real picture of the status of slum-dwellers and the girls, present study is confined only to slum location.

1.4 Statement of the Problem:

Considering the rationale, following problem was decided.

"A study of factors for continuance and discontinuance of girls in Elementary Schooling".

1.5 Objectives:

The study is an attempt to identity social, psychological, economic and educational factors for continuance and discontinuance of girls in elementary schooling and their interrelationship.

The focus is on:

1) household
2) school-going girls
3) drop out girls
4) girls who never attended the school
5) teachers
6) community leaders
7) institutional heads

1.6 Tools:

The technique used is interview. These tools of study include a set of seven schedules.

GS-1 To obtain information at district level.
GS-2 To obtain information at village/ward level.
GS-3.1 To obtain information about household.
GS-3.2 To obtain information about school-going girls.
GS-3.3 To obtain information about drop-out girls.
GS-3.4 To obtain information about girls who never attended the school.
GS-4 To obtain information from educational institutions.
GS-5 To obtain information from teachers.
GS-6 To obtain information from community leaders.
GS-7 To obtain information from surpanch.

The interviews were structured, based on the schedules prepared.

1.7 Sample:

There are 23 wards in Greater Bombay. Out of these, wards with slum area were selected. Out of these, 9 wards were selected at random.

There are municipal health posts in these wards. The health workers have done the house listing in the locations. Based on the house listing, about 112 households were selected from each ward. The school-going, drop-out and non-entrant girls from these households were included in the sample.

Total number of households included in the sample are 969. Total number of girls going to school are 998, drop-out girls are 129. Only 15 girls who never attended the school were included in the sample. Twenty five educational institutions, the heads and 175 teachers were included in the sample.

As a side study, 49 households with 107 girls going to school and 11 teachers from Matheran were included in the sample.

1.8 Methodology:

From the health post located in the area, the house listing was obtained. From the lists, 112 households were selected at random. The head of the household or the adult member, usually the wife was interviewed by using the schedule 3.1. At the same time the girls who are attending school, who are drop-outs and who never attended the school were also interviewed.

The answer were noted down. The research fellows noted down the observations in their diaries. It took about one hour to interview the head or adult in the household. The questions about the perceptions were difficult to explain.

If any house is found not approachable because of narrow lanes, locked, not ready to respond etc. The next house was included.

It also happened that some people were eager to be interviewed. They were also included in the sample.

The school-going girls' schedules were analysed, and a list of schools these girls attending was made. The teacher in these schools were contacted and interviewed. The heads were also interviewed.

The interviews of community leaders became difficult because of municipal corporation elections, which were in February 1992. Most of the leaders are political party leaders. Still three of the leaders were interviewed. But the information given by them and the facts did not have any relation.

Further it was observed while doing the household field work that the community leaders have no effective influence on the community. Hence, due to shortage of time and stereotyped answers, more community leaders were not interviewed.

The schedules filled in were coded and master sheets were prepared. The data analysis was done on ward level and then combining all, at urban level.

As a side study, Matheran - a small hill station - was visited. Data was collected from 49 households, 107 school-going girls. No drop-out girl or who never attended school was obtained, as the time limit of only 3 days was put.

The analysed data was interpreted to find out the relationship in different factors, responsible for continuance and discontinuance of girls in schooling. Case studies were also tried. In case studies, a researcher should be with the person who is to be studied for at least a day or two. The houses are so small, that the dwellers are not ready to allow an unknown person to observe them. A few case studies were also done.

1.9 Chapter Description:

Chapter II gives the profile of Maharashtra State and Bombay.

Chapter III gives the research design and methodology in detail.

Chapter IV is the analysis and interpretation of Household information.

Chapter V is related to School going girls.

In chapter VI the information about out of school girls is given.

Chapter VII consists of information regarding utility of girls education and Gender role perceptions.

Chapter VIII is related to the factors for continuance and discontinuance of girls in schooling.

In chapter IX, conclusions and suggestions are given.

In appendices, tools, case studies, are given a bibliography is also given at the end.

CHAPTER II

THE CONTEXT

2.1 Maharashtra:

2.1.1 State At a Glance:

Area (sq.k.m.)	307,762	No. of Districts	30	
Total Population 1991 (in thousands)	78,700	No. of Blocks	300	
o Rural (%)	64.97	Inhabited Villages	39	
o SC (%)	7.14	No. of habitations:		
o ST (%)	9.19	Population below poverty line (per cent) 1991	35.5	
Density of population 1991 (per sq.k.m.)	256	Literacy rate per cent: (1991)		
		Total	63.05	
		Male	74.84	
		Female	50.51	
Decadal Variation (1981-91)	22.60	Enrolment Ratios: (1986-87)	Boys	Girls
		Primary	125.82	107.21
Sex Ratio (1991)	936	Upper primary	77.53	51.71
Age at Marriage (1981)				
o Female Mean: Urban	17.9	Child Labour: Total	2.88	
Rural	16.3	Male	2.93	
		Female	2.83	
Percentage Married Female in 10-14 yrs (1981)				
Rural:	3.84			
Urban:	1.58			
		Per Capita net domestic product (1991)	3793	
Infant Morality Rate (1981) Male	96			
Female	89			

Sources 1) Census of India 1991, Series I India paper 1 of 1991, Provisional Population Total, Registrar General and Census Commissioner, India, New Delhi 1991.

2) Census of India 1981 Child Mortality-Estimates of India Occasional Paper No.5 of 1988 New Delhi 1988.

3) Fifth All India Educational Survey NCERT.

Maharashtra is bounded north and east by Madhya Pradesh, South by Andra Pradesh, Karnataka and Goa, west by the Indian Ocean and north west by desert and Gujarat. Monsoon fed plains and deccan plateau give the state distinctive topography. Recent droughts have affected the life of people to an extent. The state is industrially very advanced.

Literacy is higher than the national level. Sex ratio is higher as also age at marriage for female and infant morality rates are low. Maharashtra has achieved universal enrolment at the primary level, but at the upper primary level half the girls and one-fourth of the boys are still outside the school.

2.1.2 Number of Schools: 63582

	Total	Rural	Urban
Primary	38094	33763 (87.06)	4931 (12.94)
Upper Primary	16919	13798 (81.55)	3121 (08.45)
Secondary	7187	4546 (63.25)	2601 (36.75)
Higher Secondary	1382	682 (49.35)	700 (50.65)
Total	63582 (82.14)	52189 (11.86)	11353

There are over 63,582 schools in all over Maharashtra. Of these, 82 per cent are in rural areas. Rural areas are underserved as far as higher secondary education is concerned.

2.1.3 Population Served by Schools: (per cent)

	Within Habitation	Upto 1 Km.	Upto 3 Km.
Primary	92.42	97.95	-
Upper Primary	58.83	68.57	88.46

At the primary level, 98 per cent population is served within one Km. However at upper primary level more than 30 per cent do not have a school within 1 Km. distance and about 11 per cent of children have to walk beyond 3 Kms. to get to a school.

2.1.4 School by type of Management:

	Govt.	Local Bodies	Govt. aided	Unaided
Primary	92 (0.24)	35365 (92.84)	1343 (3.53)	1294 (3.40)
Upper Primary	269 (1.59)	15658 (92.55)	638 (3.77)	354 (2.09)
Secondary	132 (1.84)	664 (9.24)	4323 (60.15)	2068 (28.77)
Higher Secondary	29 (2.10)	118 (8.54)	1146 (82.92)	89 (6.44)

In Maharashtra primary and upper primary education is with the local bodies and secondary education consists of primary aided and private unaided schools, largely. The state enjoys people's participation in education.

2.1.5 Schools by type of Building:

	Pucca	Partly Pucca	Kutcha	Thatched	Open
Primary	25473 (66.87)	4528 (12.15)	3545 (9.31)	1746 (4.58)	2702 (7.09)
Upper Primary	12726 (75.22)	2568 (15.18)	1241 (7.33)	112 (0.66)	272 (1.61)

Two-third of the primary and more than three-fourth of the upper primary schools have pucca buildings; the rest are in partly pucca, kutcha, thatched etc. However, 487 primary schools and 205 upper primary schools are held in open space.

2.1.6 Facilities:

	Primary	Upper Primary
Drinking Water	17467 (45.85)	7282 (43.04)
Urinals	6431 (16.88)	5258 (31.08)
Separate Urinals for Girls	4480 (11.76)	2631 (15.55)
Lavatories	3999 (10.50)	2351 (13.90)
Lavatories for Girls	3110 (8.16)	1361 (8.04)

Drinking water is available to less than half of primary and upper primary schools. The provision for urinals and lavatories is highly unsatisfactory. Separate provisions for girls are very poor.

2.1.7 Playgrounds:

	Total	Usable
Primary	27268 (71.58)	17205 (45.16)
Upper Primary	13238 (78.24)	8991 (53.14)
Secondary	5931 (82.52)	4402 (61.25)
Higher Secondary	1196 (86.54)	914 (66.13)

Playgrounds are available in majority of schools but not all are in usable condition.

2.1.8 Incentives:

	Primary		Upper Primary	
	No.of School	Beneficiary	No.of School	Beneficiary
Mid-day Meal	7848 (20.60)	310982 (5.16)	4793 (28.33)	295294 (9.07)
Free Uniforms	13094 (34.47)	245317 (4.07)	6916 (40.88)	225713 (6.93)
Free Books	21917 (78.53)	732453 (12.16)	10924 (64.57)	965551 (29.66)

Mid-day meals are given to about 5 per cent primary and 9 per cent upper primary children. Other incentive schemes also have low coverage.

2.1.9 Total Number of Students: 9842699

	% SC	% ST	% Girls
Primary	13.86	9.13	45.05
Upper Primary	13.86	5.78	39.19
Secondary	13.17	4.92	33.73
Higher Secondary	6.57	1.95	31.99

The SC are well represented upto secondary stage with their percentage going down at higher secondary level. ST population is adequately represented at the primary level but their participation declines considerably by the higher secondary stage. Likewise girls form 45 per cent of the enrolment at the primary level but their share declines to less than one-third at the higher secondary level.

2.1.10 Total Number of teachers: 192333

	% Women Teachers	% Trained
Primary	38.22	89.88
Upper Primary	37.29	94.98
Secondary	25.56	97.85
Higher Secondary	25.56	97.85

The percentage share of women teachers is low at primary level and is reduced further at every successive higher level. Most of the teachers are trained.

2.1.11 Single Teacher Schools:

There are 16660 (43.73 %) single teacher schools in Maharashtra.

2.1.12 Schools Having Teachers For Physical Education/Yoga:

Primary	2094	Secondary	5059
Upper Primary	1364	Higher Secondary	1151

There is a very small proportion of primary and upper primary schools which have a provision of a physical education teacher. Over 70 per cent of the secondary schools and 83 per cent of higher secondary schools have physical education teachers.

2.1.13 Non-formal Centre:

	Rural			Urban	
No. of Centres	Boys	Girls	No. of Centres	Boys	Girls
1155 128	24506	10092	15 6	415	258

There are a total of 1304 centres which enrol 36081 children.

2.1.14 Progress Since 1978:

Gross Enrollment Ratio

Classes I-V (6-11 yrs)				Class VI-VIII (11-14 yrs)			
Total	Boys	Girls	Total	Total	Boys	Girls	Total
1978	1986	1986	1986	1978	1986	1986	1986
105.74	125.82	107.21	116.69	44.76	77.53	51.71	64.84

The state has been able to universalize primary education but there are gaps for at the upper primary level where for half the girls and a quarter of boys are still not enrolled.

2.1.15 Retention:

Enrolment in class V as percentage of enrolment in class I is 54.67 and gets reduced to 34.67 per cent.

2.1.16 Literacy, Enrolment and Provision:

(i) Female literacy is below 25 per cent in 9 out of 30 districts. These districts also have lower female enrolment at primary and upper primary levels. These districts have lower male literacy compared to national average.

(ii) At the primary level, enrolment touch a low of 79 per cent in Gadchiroli for boys and 64 per cent for girls. For boys 29 districts fall in category A and 1 in category B. In case of girls 22 districts fell in category A and 8 in B.

(iii) At the upper primary level, enrolment ratios for boys range from 62 per cent in Parbhani to 95 per cent in Thane and Satara. For girls, these range from 28 per cent in Parbhani and Jalna to 81 per cent in Thane. For boys 20 districts fell in category A, 10 in B. In the case of girls, 3 districts fall in category A, 18 in B and 9 in C.

(iv) Provision is satisfactory at the primary level. There are a large number of districts where between half to three quarter of the population is not served with an upper primary school upto 1 km. This factor would dissuade girls from utilising schooling facilities.

2.1.17 Girls as Percentage of Total:

Girls' participation at the primary level is heartening; 28 districts fall in category A and only 2 in category B. At the upper primary level, 10 districts fall in category A, 16 in B and 4 in C. Situation gets less favourable at secondary and senior secondary levels.

At the secondary level 5 districts fell in category A, 14 in category B, 11 in category C.

2.1.18 Recommendation:

It is recommended that :

(i) All primary schools are upgraded to upper primary schools and enrol more girls to avail educational opportunity. There are only 16919 upper primary schools compared to 38094 primary schools.

(ii) Single teacher schools numbering 16660 should be phased out and at least two teachers placed in each school to include one woman teacher.

(iii) Physical facilities in the schools need improvement, and separate toilet facilities be ensured for girls particularly at the upper primary stage.

(iv) Incentives need to be given on a large scale to attract children of indigent groups of population.

(v) In several pockets, there is resistance to co-education at the middle and secondary stages. More girls schools may be needed in these areas to attract girls.

(vi) Age specific enrolment for District Bombay show that only 74 per cent boys and 71 per cent girls of age group 6-11 years are enrolled; at the upper primary level this ratio goes down to 69 per cent for boys and 60 per cent for girls. This schooling and for locating the out of school children and their special characteristics for mounting remedial action. Are these children working or are intended and loitering? These children are a familiar sight in Bombay slums.

2.2 Bombay:

2.2.1 Bombay at a Glance:

@01. Area in sq. km.

(a) City : 68.71

(b) Suburban : 192.33

(c) Extended Suburbs : 176.67

@02. Total Population (1991 census)

(a) City : 31,18,329

(b) Suburban : 39,85,112

(c) Extended Suburbs : 27,06,945

@03. Density of Population per sq.km.

(a) City : 47,810

(b) Suburban : 15,983

(c) Extended Suburbs : 10,666

@04. Birth rate per 1000 of mid year estimated population 1990

(a) City : 15.9

(b) Suburban : 21.9

(c) Extended Suburbs : 24.4

@05. Death rate per 1000 of mid year estimated population 1990

(a) City : 7.4

(b) Suburban : 6.4

(c) Extended Suburbs : 6.2

@06. Infant death rate per 1000 live births

(a) City : 53.4

(b) Suburban : 49.4

(c) Extended Suburbs : 39.6

@07. Maternal death per 1000 live births (including still births)

(a) City : 1.0

(b) Suburban : 0.4

(c) Extended Suburbs : 0.5

*08. Crude Literacy rate - 1991 census

(a) Female : 64.59

(b) Male : 77.25

(c) Total : 71.55

*09. Enrolment ratios

(a) 6 to 11 years

(i) Girls : 70.56

(ii) Boys : 74.31

(b) 11 to 14 years

(i) Girls : 59.93

(ii) Boys : 68.80

*10. Percentage of girls to total enrolment in class I-V (1986-87)

(a) Total : 46.89

(b) SC : 45.50

(c) ST : 45.35

*11. Age specific (6-11 years) enrolment ratio (1986-87)

(a) Girls : 70.56

(b) Boys : 74.31

*12. Percentage of girls to total enrolment in classes VI-VII (1986-87)

(a) Total : 43.98

(b) SC : 40.85

(c) ST : 40.57

*13. Age specific (11-14 years) enrolment ratio (1986-87)

(a) Girls : 59.93

(b) Boys : 68.80

@14. Total length of road in Km.

(a) City : 479.25

(b) Suburban : 551.00

(c) Extended Suburbs : 495.00

@15. Educational Facilities

(i) Municipal primary schools

(a) City : 495

(b) Suburban : 506

(c) Extended Suburbs : 312

(ii) Aided Schools

(a) City : 111

(b) Suburban : 132

(c) Extended Suburbs : 77

(iii) Unaided Schools

(a) City : 210

(b) Suburban : 225

(c) Extended Suburbs : 112

(iv) Teachers in municipal schools

(a) City : 5,433

(b) Suburban : 7,117

(c) Extended Suburbs : 4,427

Bombay, the capital of Maharashtra is a small island in the Arabian Sea. The position is 17.2 north altitude and 72.0 east latitude.

Bombay is divided into three parts: City, Suburban and Extended Suburbs. City area if further divided into 9 wards; suburban area into 8 wards and extended suburbs area in 6 wards. There are ward offices for all the 23 wards.

2.2.2 Flora and Fauna:

The total area is urban, there is hardly any agricultural land.

In marshy land, some mangrove shrubs are observed. From the afforestation point of view certain trees like acacia, Gulmohar, laburnum are planted on the road sides. Old Peepal and Banyan trees are found somewhere.

Pigeons, crows, sparrows are common birds. The sea is rich seafood like Bombayduct, pomphret, prawns, crabs etc.

2.2.3 Agricultural and Animal Husbandry:

There is no agriculture, but in suburban and extended suburbs, buffaloes stables are found. Usually the Uttar Pradesh migrants are managing the stables. The milk is sold in the city.

2.2.4 Industries:

Bombay is the industrial city. The industries include pharmaceutical, textile, foods, soft drinks, biscuits, sweets etc.

There are large number of small-scale industries including electronics.

2.2.5 Population:

The total population of Bombay, according to 1991 census is 99,09,541. The decadal variation is 20.2 per cent.

2.2.6 Health:

There are 21 municipal hospitals, and dispensaries in each ward. The family welfare unit has an infrastructure of 125 centres, with 66 health posts. Immunization centres are provided to all the localities.

2.2.7 Water:

Water is supplied by taps to each and every locality. The water is brought from lakes in District Thane, where rain water is stored. There are filtration and chlorination plants. Storage tanks are built in different parts of the city. The water is really germ and bacteria free when it comes to the storage tanks.

2.2.8 Recreational Facilities:

There are sufficient number of auditoriums, theaters. Municipal gardens are in each ward. Sea shores are also recreational places. Essel World - like Disney Land - is also a recreational centre. The playgrounds are not sufficient.

2.2.9 Electric Supply:

All the areas are electrified. The road lamps are electric lamps.

2.2.10 Slums:

Bombay being the industrial city, everybody whatsoever comes gets the work. Though the unemployment is a problem, it is only for educated middle class person. A child selling petty goods or collecting waste papers gets about Rs. 25 to 50 per day. Naturally, the population increases day by day, giving birth to more and more slums. Nearly 50 per cent of the population lives in slums.

Nearly all the slums have permanent houses, some of them are built with bricks without foundation.

In rainy season, the slums are under water. In houses, water level even rises upto 2 feet. But because of the availability of work, people suffer all sorts of difficulties, and stay there for years together.

Such slums are included in the sample. The educational facilities are available in all the slums. The social set up is different in different slums.

Taking into consideration all these factors, the sample included in the study is from slums.

The data collected are analysed and presented in the next chapters.

@ Civic Diary - Municipal Corporation of Greater Bombay, 1992.

* Usha Nayyar : Unesco sponsored study on UPE of rural girls in India. DWS, NCERT, 1991.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

3.1 Statement of the Problem:

Formal school has been used as an entry point in most of the studies on Girls' Education. The school ethos definitely affects the achievement of students, and the development of their personality. But equally responsible for the same is household. The household provides the real context of a girl's life, the circumstances which would encourage or hinder her educational chances. To study the real context of a girl's life, the study used household as an entry point with the problem as stated below.

" A study of Continuance and Discontinuance of Girls in Elementary Schooling."

3.2 Functional Definitions:

1) Elementary Schooling:- For Maharashtra state, elementary schooling refers to formal schooling till the Std. VII.
2) Continuance in Schooling:- School going girl expresses the characteristic of continuance in schooling.
3) Discontinuance in Schooling:- Drop out girls or non-enrolled girls are taken as having a characteristic of discontinuance in schooling.

3.3 Objectives:

1) To identify social, psychological, economic and educational factors for continuance of girls in elementary schooling.
2) To identify social, psychological, economic and educational factors for discontinuance of girls in elementary schooling.
3) To study the interrelationship between these factors for continuance and discontinuance of girls in schooling.

3.4 Scope and Limitations:

The study is confined to Greater Bombay and Matheran only.

As the problem of discontinuance lies with the slum-dwellers and economically backward girls in particular, the households were selected from slum areas.

While selecting the household, no caste, creed, language or region was considered.

3.5 Sample:

In Greater Bombay, out of 23 wards, 9 were selected at random.

In these wards, locations with slums were selected.

Each ward has a number of Health posts. The health workers maintain a register based on house listing. In house listing, the names of the family members, their age, occupations etc. is mentioned. It was easy to find out households having girls. A list of households was prepared, for each location in each ward. From the list, 112 households were selected randomly from each ward.

It happened in some cases, that the huts were demolished by Municipal Corporation, because it was an encroachment. Such households got automatically dropped. In some cases, the occupants have left the location and some other persons occupied the huts. Such households sometimes had no children or no girl child. Finally 968 households were included in the sample.

In some households, there were more than 2 girls in the age group 6 to 14 years. Due to time constrain, it was not possible to visit the households twice. 'The schools in Bombay usually have a shift system, and because of it, it was not possible to interview all girls from each household. The total sample of school going girls was 998. Only 129 dropouts and 15 non-entrant girls are included in the sample, as it was difficult to get them for interviews'.

In Matheran, 49 households were selected randomly. There were 107 school going girls, 9 drop-outs and 6 non-entrants.

From the analysis of the data, a list of schools the girls attending was made. The teachers in these schools were interviewed.

In Bombay 175 teachers were interviewed. Matheran being a hill station, 11 teachers were interviewed.

The team tried their best to interview community leaders. In Bombay, most of the so called community leaders are local political leaders. During the time of data collection, Municipal Corporation elections were announced. Naturally all of them were busy in the election process. By interviewing 4 of such community leaders, it was found that there is disparity between what they say and what the facts are. At the same time, an important point was noted that community leaders have no influence on girls education. So no community leader was included in the sample. Before going to the methodology, it is interesting to study the area profile of the wards.

3.5.1 Ward D:

It is situated in south Bombay. The area has high-rise buildings, chawls as well as slums. Certain part of the ward has a posh locality. A small part is a red light area.

The total area of the ward is 8.04 sq.km. Out of which half is residential. There is no agricultural land, and only 0.28 sq.km. is industrial area. According to 1991 census the total population is 3,43,422. The population of the ward according to 1981 census was 3,84,037. This shows the decadal variation of - 10.6 per cent. There are 41 primary schools, run by Bombay Municipal Corporation Education Department. Number of boys in the schools is 6,207 and number of girls is 6,204 in the year 1991-92. The number of aided schools and three colleges with Arts, Science, Commerce disciplines are in the ward. There are two health posts and the medical facilities are provided by the Municipal Corporation. Two slums were selected which are known as Old Jaiphal Wadi, and Bane compound. The roads in Jaiphal Wadi are partly mud roads because it is situated on the slopes of a small hill. In both the localities, tap water is provided by the Municipal Corporation. There are public toilets, but they are not sufficient. The environment is unclean. Laundry work is the main occupation of Jaiphalwadi residents, whereas in Bane Compound, the main occupation is working as unskilled or semi-skilled workers, in factories. Very few woman do the work of making cheap plastic toys on piece-work basis, earning about Rs. 10 to 15 per day.

3.5.2 Ward F (South):

This ward is located in the central part of Bombay city. The population is lower middle class and mill-workers. Original F ward is divided into F (south) and F (North) for administrative purposes. The population of the ward according to 1991 census is 4,17,448. These are sufficient number of Municipal Primary Schools.

The area is the industrial area with cloth mills, small factories, godowns and dry fish godowns. A T.B hospital is located in the same area. The roads are tar or asphalt. The dwellings are single storied chawls with tap water facilities. Toilets and taps are common. Because of the cloth mills' strike in 1981, which is still continuing, many of boys and girls left schools. Now they are working in small factories on daily wages earning about Rs. 10 to 12 per day. Medical facilities are provided by Municipal Corporation. Main occupation of the population is working in factories or mills as skilled, semi-skilled or unskilled workers.

3.5.3 Ward G (South):

Original G ward is now divided into G (South) and G (North) for administrative purposes. Total area of ward G is about 17.82 sq. km. It has the highest industrial area amongst 9 wards selected, which is about 3.91 sq. km. The industries include mills, engineering concerns, drug manufacturing industries, and many small scale industries. Most of the population is working in different factories. As per 1991 census, the total population of G (South) ward is 5,17,668. In 1981 it was reported as 5,37,039, showing a decadal variation of - 3.6 per cent. There are 88 schools with 22,248 boys and 21,589 girls enrolled.

Adarsh Nagar location was selected from the ward. This is a thickly populated area. Originally the land belonged to Bombay Port Trust. But the then unofficial encroachment is now regularised and most of the people own the house. The houses are so close to each other, that it is difficult to walk in. Every house has tap water facility. There is a well, which is in constant use. The well water is used for washing purposes. There are practically no roads inside the settlement, but around it are good roads. There are high-rise buildings near the main road. Most of the male members are workers in different factories. Medical facilities are provided by Municipal Corporation.

3.5.4 Ward H (East):

Original ward H is divided into two parts for administrative purposes. This is the suburban area of Greater Bombay. The ward has a large slum area. According to 1981 census the total population of H ward was 7,06,836 and in 1991 census it became 8,01,846, showing a decadal variation of 13.4 per cent. According to 1991 census, the population of H (East) ward is 4,79,705. The total area of H (East) ward is 8.24 sq.km. There are 62 schools with the total enrolment of 39,338, out of which 19,325 are boys and 20,013 are girls. The location selected was Golibar. The development of this settlement is along the local railway line. The houses are single storied pucca houses, with tap water facility. Toilets are common. A branch of the political party 'Shivsena' is very active. Many activities like debate competitions, elocution competitions, sports are arranged by Shivsena. The educational level is also high. A few journalists and college teachers live in the location. Medical facilities are provided by Municipal Corporation of Greater Bombay.

3.5.5 Ward L :

Total area of this ward is about 15.88 sq. km., out of which about 4.32 sq. km. is residential area. The land under industrial use is about 2.79 sq. km. There is a big government housing colony for middle income group. The population of the ward was 434,007 according to 1981 census. Decadal variation is 41.2 per cent and due to that the population according to 1991 census is 612,651. There are 85 schools with total enrolment of 53,281, out of which 26,887 are boys and remaining 26,394 are girls. Medical facilities are by provided by Municipal Corporation. Two locations were selected in the sample, Adarsh Nagar and Ambedkar Nagar.

Adarsh Nagar is near Eastern Express Highway. The roads inside the location are mixed. The houses are single storied. Tap water is provided in the area. Toilets are common or public, which are insufficient. The main occupation is making cheap footwear. The total family is involved in making chappals. Some of the occupants are factory-workers. A few women are working as housemaids in the nearby government colony. The houses are not planned and there is practically no open space.

Ambedkar Nagar is a slum where most of the residents are Budhists. Internal roads are very narrow and of tar or asphalt. Tap water is provided but the toilets are public. Most of the male members are factory-workers.

3.5.6 Ward M (East) :

With growing population, ward M was also divided into two separate wards M (East) and M (West). The total area of M ward is about 52.27 sq. km., out of which nearly 17.74 sq. km. is under industrial use; and about 23.28 sq. km. is vacant, barren land and marshy, hilly area. According to 1981 census the total population was 5,65,770. With a decadal variation of 45.6 per cent, in the year 1991, the population became 8,23,869. Ward M (East) has a population of 4,71,485.

Two locations for M (East) ward were selected as sample, namely Chita Camp and Trombay.

Chita Camp is characterised by South Indians, particularly Tamil-speaking population. Religion wise, it is a Muslim area. The houses are mostly single storied, built by bricks, cement and with tin-roof. A few hand-pumps are seen in the area. The roads are tar roads. A large playground is maintained by Municipal Corporation. There are schools with Tamil, Telugu, Kannad, Urdu, Hindi as medium of instruction. In 57 schools, 25,196 boys and 25,723 girls are enrolled. Tap water is used by the residents. Toilets are usually common. Medical facilities are provided by Municipal Corporation. Many of the Muslim males are working in the Gulf. Muslim females are not working.

Trombay, the other location, is mainly a fisherman's place. Comparatively, the population is in better economic position. Some of them are working in Banks. Males usually go for fishing and females sell the fish in the markets. Electricity, tap water are facilities provided by Municipal Corporation.

3.5.7 Ward M (West) :

The population of this ward, according to 1981 census, is 3,52,384. A location was selected from Ghatla Village known as Khardeo Nagar. It has a mixed population of all castes and religions. Some of the houses are pucca houses, built with bricks. Some of them are made by using bamboo, plastic sheets, and gunny bags. The roads are tar roads. Tap water is provided by Municipal Corporation. There are some wells which are also in use. Total 30,306 students enrolled in 40 schools, out of which 15,021 are boys and 15,285 are girls. Males are usually workers whereas a few women make 'papad' or work on piece-work basis doing Bindi packing, assembling toy-watches etc. Medical facilities are provided by Municipal Corporation of Greater Bombay.

3.5.8 Ward P (South) :

Undivided ward P was 72.90 sq. km. with a population of 6,63,716 in 1981. In 1991, the population became 9,26,922, showing a decadal variation of 39.7 per cent. About 65 per cent of the area was vacant, barren land, marshy and hilly area. P (South) had a population of 2,96,675 in 1981. With a decadal variation of 23.3 per cent, the population in 1991 is 3,64,984. Total area of P (South) is about 29.56 sq. km. There are many government housing colonies like Shastri Nagar, Unnat Nagar, Motilal Nagar, Sidharth Nagar. Another large private housing complex is Bangur Nagar.

The location selected is known as Teen Dongari. It is a hill on which a slum is situated. Certain part of the area is occupied by prostitutes, whereas in a small part of it, illicit liquor business - making the illicit liquor - is an occupation. The houses are mixed - few pucca and few made up of any material. In same part of the area, drinking water is a problem. There are taps and wells. Toilets are usually public which are insufficient. In the ward, there are 37 schools with 11,844 boys and 10,929 girls enrolled. Medical facilities are provided by Municipal Corporation. Most of the male members are factory-workers, whereas women and girls work as housemaids.

3.5.9 Ward T :

This ward is situated at the border of Bombay and Thane cities. Total area of the ward is about 45.41 sq.kms., out of which nearly 79 per cent is vacant, barren land. This is because the catchment area of Vihar and Tulsi lakes falls in this ward. The population, according to 1991 census, is 2,88,067. The decadal variation is 29.4 per cent, which shows that the population in 1981 was 2,22,555. There are 49 schools with 12,795 boys and 12,333 girls enrolled.

The locations selected were Anand Nagar, Azad Nagar and Nanipada.

Anand Nagar is an unauthorised slum, along the railway line. There is no electricity, no tap water and no public toilets. The total environment is unhygienic. Many people are suffering from skin diseases, as there is water shortage. To get water, they have to cross the rail tracks, as the public tap is on the other side of the railway track. Most of the people are working as unskilled daily wagers. Some women exchange utensils with old clothes, repair the clothes and sell them in the markets.

Azad Nagar is comparatively better. It is an authorised slum, so tap water, electricity and public toilets are available to them. Most of the female workers make ' papad' for Lijjat Papad, at home. Males work in factories or on daily wages.

Nanipada is the area with pucca houses. It is better than the other two locations. Importance of education is understood by the people over there.

Municipal health posts and hospitals are in the nearby area, providing medical facilities to the people.

It can be concluded that except one location, all are provided with tap water, public toilets and electricity. There are 21 Municipal hospitals which are spread all over Bombay. Along with them are 125 family welfare and child health centres. With a view to render basic integrated health and family welfare services to the urban poor at a place within a walking distance from the slums and other slum like areas where they live, the Municipal Corporation has located 66 health posts in existing family welfare centres. About 35 lakhs persons are covered through these health posts. The health workers attached to the posts render preventive, promotive and curative services to this population, which includes family welfare, mother and child health care, immunization, health education, advice of nutrition, prevention of anaemia in mother, registration of unregistered births etc. The entire scheme is financed by State Government. There are in all 1,313 municipal schools, 220 aided schools and 537 unaided private recognised schools. Total number of municipal teachers are 16,977. It seems that Bombay Municipal Corporation is taking care of the population in providing bare necessities like water, health services and education. With a fair background of the locations selected, an analysis of the Household Schedule is given below.

3.5.10 Matheran Population:

Along with the urban slums in Bombay, a study of Matheran population was also conducted.

Matheran is a small hill station about 100 kms away from Bombay. A tar road goes to the border of Matheran where the government Holiday Home is situated. A narrow-gauge train goes to Matheran which starts from Neral, a station on Bombay-Pune main line. Local train also goes to Neral. The characteristics of Matheran are unique. There are no tar roads. All the roads are red clay roads. No vehicles - even a bicycle - is allowed in Matheran. Pony or rickshaw driven by two persons is the only mode of transport. There is a lake for water supply. In the nearby Sahyadri ranges, tribal people live in valleys. They work in the hotels or sell some articles like honey, quartz stones, gum, flowers etc. in the market. Leather goods are manufactured in the houses. There are three schools and one hospital at Matheran. The tribal houses are scattered, made up of wood, leaves and mud. A small cluster of houses belonging to Chamars is situated at Matheran. The drop out rate in case of boys is more than that of girls, because boys can earn by having a pony. There is no higher secondary school and college at Matheran. The narrow-gauge train services are terminated during the rainy season; and during heavy rains, the place is isolated.

3.6 Tools:

The tools were prepared by Women's studies unit N.C.E.R.t. These were interview schedules for household, school going girl, drop-out girl, non-entrant girl, teachers, head of institutions, community leaders and surpanchs.

Similarly to collect the information about locations, District schedule and ward schedule was also prepared. A pilot study was conducted in New Delhi by WSU. Based on pilot study and experts opinion, a set of final tools was prepared. The original tools were constructed in English and Hindi simultaneously. For Bombay the tools were translated in Marathi.

The tools were used for interviewing the sample. There was no testing and hence establishing reliability and validity of translated tools was not necessary. Description of the tools is given below. All the tools are given in Appendix A.

3.6.1 District Schedule (GS-1):

To collect information about district as whole, the schedule was prepared. The information collected gave the context.

3.6.2 Village/Ward Schedule (GS-2):

To give the context of village or ward the schedule was used.

3.6.3 Household Schedule (GS-3.1):

To get information about the household as a unit, the schedule was used.

In the first part, information about the head of the family and the family members was asked. A question regarding the availability of basic amenities was included. Information about children - school going, drop-outs, non-entrants was collected by suitable questions. There was a question pertaining to division of labour at home. Parental perceptions regarding utility of girls education, reasons for leaving the school, educational and occupational aspirations for children and gender equality were collected by suitable questions in the schedule.

3.6.4 School going Girl Schedule (GS-3.2):

Bio-data of the school going girls, the help she gets in the study, her views about her teachers, subjects she likes and dislikes, regularity and punctuality in attending school, homework, distribution of work at home, discrimination between boys and girls, time spent in household work, educational and occupational aspirations, hobbies, participation in co-curricular activities, her perceptions about gender equality were the points on which questions are framed in this schedule.

3.6.5 Drop-out Girls Schedule (GS-3.3):

To get the information about household work, her perceptions about gender equality, discrimination between boys and girls at home etc. same questions are repeated from GS 3.2. Some more questioned included are related to the reasons for leaving the school, and aspirations now.

3.6.6 Non-entrant Girls Schedule (GS-3.4):

The questioned related to home environment and gender equality are same as in GS 3.2.

Some questions related to non-enrolment in schools are framed for this schedule.

3.6.7 Educational Institution Schedule (GS-4):

The schedule is framed to get the sense of the educational institutions where the school going girls are enrolled. The questions are framed for Head of the institution. The questions are pertaining to the size of the school, the physical facilities, teachers - number, qualification, sex etc., number of classes, number of students, number of backward students, Educational, co-curricular, remedial programmes in schools, efforts by school for reducing wastage and stagnation etc.

3.6.8 Teacher Schedule (GS-5):

In this schedule, the bio-data of the teacher, the efforts she/he is making to stop wastage and stagnation, her/his views about the reasons for wastage and stagnation and perceptions about utility of girls' education and gender equality are the points covered.

3.6.9 Community Leader Schedule (GS-6):

In addition to bio-data and perceptions about gender equality and utility of girl's education, the schemes she/he has implemented to promote girls' education are asked.

3.6.10 Surpanch Schedule (GS-7):

It is more or less like community leader. In Bombay and Matheran, schedules GS-6 and GS-7 were not used as they were not proved important. Remaining schedules are given in Appendix A.

3.7 Methodology:

As the tools were ready and the pilot work was done in Delhi, no such pilot work was repeated in Bombay. Being an exploratory study, establishing the validity and reliability of translated tools was not necessary. The actual work took place as follows.

3.7.1 Translation of the Tools:

The regional language of Bombay is Marathi, so the tools were translated in Marathi. The original tools were in Hindi and English. The translations were done from both versions separately and then both the translations were compared. Back translation was not done, as it was not the testing material, but the schedules for structured interviews.

3.7.2 Printing of Tools:

Calculating the requirement of each schedule and the common questions in all the schedules, the printing order was placed. The copies of the schedules were prepared accordingly.

3.7.3 Sampling:

Information about the wards' health posts was collected from the Health Department of the Municipal Corporation of Greater Bombay. A map of Bombay, with slums and their size was also available. The wards with slum areas were listed. The literacy rate for each ward was actually computed for 1991 census, but it was confidential report, and the office was not ready to give it. Even the census office was not ready to give the information without a permission from Delhi. It would have taken a long time hence the selection of wards was done randomly and it was not based on literacy rate. As the coordinator of Bombay and all the JPFs were from Bombay, they had their experience of the type of population in each ward. From total 23 wards, 2 wards have no slums of large size out of which one ward has no slums at all. From 21 wards, 9 wards were selected randomly.

From the selected wards, the locations were selected based on the information available at health posts. Care was taken to select all castes, communities, religions and mother-tongues as far as possible.

After selecting the locations, a list of health posts was prepared. With a due permission from the Health officer, Greater Bombay Municipal Corporation, concerned ward officers were contacted. A permission from ward officer was sought for collecting information from the health posts.

Health post serves for about 70,000 to 80,000 population. Each health worker is incharge of about 6000 to 8000 population. The house-listing done by them was taken up as the primary source. From the lists, households were selected randomly. In selecting the households, care was taken to select them from slums. A list of households to be included in each location of each ward was prepared.

3.7.4 Training to JPFs:

Four JPFs were selected, out of which three were M.A. with Sociology. Two of them had already worked as research fellows with TISS and WSU of SNDT University. One of them was M.Ed., doing her Ph.D. in Education. She got a post of lecturer in the department and a new JPF was appointed who was M.Sc., M.Ed., and doing her Ph.D in Education.

In the first phase of training all the schedules were given to them for study. The discussion was arranged to clarify the queries if any.

In simulation condition, every JPF interviewed the other person as head of the family, School going girls, drop-out girls, non-entrant girl, teacher etc. For each simulated interview, audio-recording was done.

The recorded interviews were studied and the suggestions were given.

After this preparation, a slum was selected, which was not included in the sample. Every JPF interviewed at least two heads in the family and two school going girls. Drop-out girls and non-entrant were not easily available. Only one in each type was interviewed by girls in pairs.

Along with four JPFs, the coordinator and two lecturer in the department also participated in the training programme.

After the interviews were found satisfactory the data collection started.

3.7.5 Data Collection - Household and Girl Child:

Four working days were allotted to each ward. The list of households to be included in the sample was ready.

On the first day, four JPFs, the coordinator and two lecturers from the department - a team of seven persons - visited the health post. Along with the Health worker, the team entered the location. Health worker introduced the team to one or two households and the interviews were conducted individually. Every member of the team interviewed head of the family or an adult in the household. School going girls, drop out and non-entrants if any in the household. In all every member covered four households per day. The team worked from 9 a.m. to 4.30 p.m. With a break of 30 minutes for lunch on an average.

A note book was given to each member of the team. Every day, the team members were asked to note down the observations and experiences. It happened in some locations that the family listed in the house list has left and there is other family with no girl child.

In some wards, because of demolished slums, no trace of the family was possible and so, the final sample was reduced to 968 households.

The difficulties faced during data collection can be listed as follows.

1) The huts were so small, that it was difficult to sit inside in certain wards.
2) Some of the areas were too unhygienic, no drinking water facilities were available.
3) To communicate with people with mother-tongue Tamil, Telugu and Kannad was difficult. An interpreter from the same area, either the school going girl or a woman knowing at least Hindi besides their languages, was found out and with her help the interviews were conducted. The problem was not with girls as, they usually know Hindi.

The data collection from households started on 13th October 1991 and ended on 24th December 1991. During this period, 9 wards were covered. All the members included in the sample cooperated.

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3.7.6 Data Collection - Schools :

The school going girl child schedules were analysed and a list of schools they are attending is made, some of the schools were Municipal Corporation schools. By taking the necessary permission from the Education Officer, the heads of the schools were contacted. For Private schools, no such permission was necessary. The heads of private schools were interviewed by due permission and appointment.

In Municipal Schools, the heads were interviewed. The teachers from both the schools were interviewed.

It is difficult to interview teachers, as they suggested that they will answer the questionnaire. But by convincing them, stating that it is not a questionnaire, they insisted. In such cases, the schedules were given to teachers and filled up forms were collected after a few days. But in such cases, the answers were copied down and so these forms were not considered in few cases.

3.7.7 Data from Community Leaders :

The community leaders in Bombay were mostly busy in elections of the Municipal Corporation. Three of such leaders were interviewed, but it was found that they do not have an influence on girls education and so further interviews were not conducted. Surpanch is not in Bombay.

3.7.8 Data Collection At Matheran :

In February 1992, the team of seven went to Matheran for five days. The households, girl child, teachers, all were interviewed in five days.

3.8 Case Studies :

Out of girls going to school, nine were selected for case studies. The actual data was available only in case of six girls, who gave more information and can be studied by using observation technique. Two drop-outs and one non-entrant was also interviewed and studied. The case studies are given in Appendix B.

3.9 Analysis of The Data :

Coding for all the interview schedules was done, as the interviews were structured. For open ended questions, the responses were categorised and coding was done. Using the code sheet, master-sheets were prepared. From master-sheets tabulation was done, and the analysed data was interpreted.

As it was an exploratory study, no quantitative measures were applied. Only percentages were calculated whenever necessary. The data are arranged in the proper order in the following chapters.

CHAPTER IV

THE HOUSEHOLD SETTING

Household Schedule:

The household schedule is the tool used for collecting data from the household. It included the information about the family members; the physical facilities available; parental perceptions about utility of girls' education, problems in girls' education and gender equality; and the educational and occupational aspiration for the children. Analysis of the data collected regarding household setting is given in this chapter.

4.1 Information About the Family:

4.1.1 Head of the Family:

Total number of households included in the sample were 969 from urban area and 49 from Matheran. A question was asked about the head of the family. Following table gives information about it.

TABLE 4.1.1

HEAD OF THE FAMILY

Type of Settlement	Female		Male		TOTAL
	Number	%	Number	%	
Urban	70	7.22	899	92.78	969
Matheran	2	4.08	47	95.82	49

Considering the data ward wise, it is observed that in urban area, the female-headed families range from 1.03 per cent to 11.61 per cent. The average percentage of female-headed family for urban area is 7.22. In some of the families in M(East) ward, the male member is working in gulf countries, and so percentage of female-headed families may be greater. Similarly, the fisherman's wives are self employed and that may be the reason that the family is headed by a female. But in most of the cases, if a male member - husband - is dead, the female is the head of the family. The data indicate that the sample is male dominated.

4.1.2 Respondent by Sex:

It was not possible to interview the head of the family in all the cases because of shortage of time. Any elder or adult member in the family is usually interviewed. Following table give number of female and male respondents and their percentages.

TABLE 4.1.2

RESPONDENT BY SEX

Settlement	FEMALE		MALE		TOTAL
	Number	%	Number	%	
Urban	833	86.05	135	13.95	969
Matheran	42	85.71	7	14.29	49

Considering the distribution ward-wise it is observed that minimum number of male respondents is in ward G(S) which is 8.09 per cent and maximum is in Ward T, Which is 21.06 per cent. As the society is male dominated, it is obvious that the earning member is the male. In Bombay, all wards together, the female respondents are 833 out of 969, which is 86.05 per cent. The respondents are mostly the wives of the head of the family. In Matheran only 7 out of 49, that is 14.29 per cent were male respondents.

4.1.3 Religion wise Distribution:

Bombay being the cosmopolitan city, all religions are found. A question was asked about the religions they follow. The table gives distribution of sample according to religion.

TABLE 4.1.3

RELIGION WISE DISTRIBUTION

Settlement	Hindu		Muslims		Buddhist		Christian		TOTAL
	No.	%	No.	%	No.	%	No.	%	
Urban	808	83.47	66	6.82	78	8.06	15	1.55	968
Matheran	42	85.71	7	14.29	0	0	0	0	49

Taking into consideration the urban area Ward-wise, Ward M(E) is having 32.14 per cent of Muslims, which is the highest amongst other wards. Whereas ward L has highest percentage of Buddhists which is 41.97. There are very few Christians.

4.1.4 Caste-wise distribution:

Along with the religion, caste is also an important factor while studying any social issue. A question was asked about the caste. The table gives caste wise distribution of the sample.

TABLE 4.1.4

CASTE WISE DISTRIBUTION

Area	Non-scheduled		SC		ST		NT		OBC		NA		T
	f	%	f	%	f	%	f	%	f	%	f	%	
Urban	420	43.39	180	18.60	25	2.88	63	6.51	179	18.49	101	10.43	968
Matheran	13	26.53	1	2.04	1	2.04	1	2.04	2	4.08	31	63.27	49

In urban area, nearly 10 per cent of the people did not say anything about their caste. Muslims and Christians do not give the caste. Similarly, the people from other than Maharashtra tell the family name, which does not give any clue to the caste. Ward L has highest percentage of schedule caste(66.96%), schedule tribes and nomadic tribes are more in ward T which are 10.62 per cent and 31.86 per cent, respectively.

Matheran has a tribal surrounding and the tribal people do not know the caste and hence the percentage of not giving answer to the question is 63.27.

4.1.5 Mother tongue-wise Distribution:

Bombay being a cosmopolitan city, which is highly industrialised, there are many migrants. It is interesting to know the mother tongue of the sample. Following table gives the distribution according to the mother tongue.

TABLE 4.1.5

MOTHER TONGUE-WISE DISTRIBUTION OF SAMPLE

	Mother tongue									
Settlement	Mar	Hin	Guj	Urdu	Tamil	Tel	Mal	Kan	Kon	NA	TOTAL
Urban	764	73	31	15	37	17	4	18	5	4	998
Matheran	41	5		3							49

The official language of Maharashtra State is Marathi. Bombay being the capital of the State, it is quite natural that the mother tongue of about 77 per cent of the sample is Marathi. Next to that is Hindi, which is the mother tongue of 7 per cent of the sample. Migrants from Madhya Pradesh, Uttar Pradesh, Rajasthan and Bihar state their mother tongue as Hindi. Gujarati population is large in Bombay, but very few Gujaratis stay in slums as most of the community is business community like Sindhis. The Muslim sample state either Urdu or Hindi or Tamil as their mother tongue.

In Matheran, the Muslims have stated their mother tongue as Hindi or Urdu, and the remaining as Marathi. But the Marathi as the tribal people speak is far away from the standard language.

4.1.6 Education level of Sample:

It is important to know the educational level of the sample - Which includes all the family members of the household.

There are 4953 individuals in 968 urban families, which are considered for the educational level. The school-going children are grouped according to the class in which they are studying at present. The children who are below the school-going age are omitted as it is not possible to give their educational level.

In Matheran there are 100 females and 94 males. The following tables give distribution of sample by educational level.

TABLE 4.1.6(i) URBAN

DISTRIBUTION OF SAMPLE BY EDUCATIONAL LEVEL

Educational Level	F	%(T)	M	%(T)	Total
Illiterate	492	18.48	203	8.86	695
Primary	1387	52.10	1003	43.78	2390
Secondary	686	25.77	903	39.42	1589
Higher Secondary	84	3.16	135	5.89	219
Graduate/ Diploma	13	0.49	47	2.05	60
Total	2662	100.00	2291	100.00	4953

TABLE 4.1.6(ii) MATHERAN

DISTRIBUTION OF SAMPLE BY EDUCATIONAL LEVEL

Educational Level	F	%(T)	M	%(T)	Total
Illiterate	21	14.38	13	13.83	34
Primary	84	57.53	39	41.49	123
Secondary	38	26.03	38	40.43	76
Higher Secondary	2	1.37	4	4.25	6
Graduate/ Diploma	1	0.69	0	0	1
Total	146	100.00	94	100.00	240

TABLE 4.1.6(iii) TOTAL

DISTRIBUTION OF SAMPLE BY EDUCATIONAL LEVEL

Educational Level	F	%(T)	M	%(T)	T
Illiterate	513	18.27	216	9.06	729
Primary	1471	52.39	1042	43.69	2513
Secondary	724	25.78	941	39.46	1665
Higher Secondary	86	3.06	139	5.83	225
Graduate/ Diploma	14	0.50	47	1.97	61
Total	2808	100.00	2385	100.00	5193

It is surprising to see that the number of females in each ward of the urban area as well as Matheran sample is more than the number of males. This contradicts to the census report. The reason may be that many a times there is under registration in case of girls in census. In this study, the interviews - in detail - of the family members were conducted. In most of the cases - nearly 86 per cent - the respondents are the females. The questions were asked to know about the girls' education, hence the focus was on the girls. This might be the reason to give information about all the girls.

Secondly, while selecting the sample, households with no girls were omitted, because of the emphasis on girls' education. If the sample would have been selected without giving consideration to the fact that at least a girl should be there in the household, the picture might have been different.

The data reveal that in urban area, nearly 18 per cent of the females and 9 per cent of the males in the sample are illiterate. In Matheran, the percentage of illiterates is nearly equal for females and males which is about 14 per cent.

Female percentage is more even in primary level, but from secondary level, males bypass the females. It is clear from the ward-wise data that the percentage of illiterate females is highest in ward T, where the poverty is also high. Not even 0.50 per cent of the females are graduates.

4.1.7 Occupation:

Along with the education, occuation plays an important part in the person's perceptions. Education, occupation and income are clearly connected. For convenience the occupations are grouped in only four categories. They are as follows:

Class I or equivalent: Class I officers from government offices, college and university teachers, bank managers, persons working in the managerial post in large enterprises, big businessman are grouped under this class.

Class II or equivalent: Government Class II officers, secondary school teachers, bank officers, highly skilled workers, self-employed persons having an establishment are grouped under this category.

Class III or equivalent: Clerks in government and semi-government offices, primary school teachers, semi-skilled workers, foreman and supervisors are included in the Class III category.

Class IV or equivalent: Peons, sweepers, unskilled workers, building construction workers, daily-wage earners are grouped in this category.

It is observed that the male members of the family members of the family are the main earners economically. About one-third of males is the number of females who work to earn money. Following table shows the distribution of workers by broad occupational groups.

TABLE 4.1.7

DISTRIBUTION OF WORKERS BY BROAD OCCUPATIONAL GROUPS

Settlement		FEMALE					MALE				
		Occupational Group					Occupational Group				
		I	II	III	IV	T	I	II	III	IV	T
Urban	f	0	11	66	250	327	0	107	409	530	1046
	%	0	3.36	20.18	76.45	100	0	10.23	39.10	50.69	100
Matheran	f	0	4	2	1	7	1	15	13	20	49
	%	0	57.14	28.67	14.29	100	2.04	30.61	26.53	40.82	100

It is clear from the table that nobody in urban area is working in Class I or equivalent group. This is related to the educational level. Highest percentage is working in Class IV - about 76 per cent of females and about 51 per cent of males in urban area.

Ward wise study gives the following facts.

Wards like L, M(East), P(South) and T have decadal variation in population, which is 41.2 per cent, 45.6 per cent, 23.3 per cent and 29.4 per cent, respectively. This growth is obviously because of migrants from different parts of the country. Most of them unskilled labourers, with low educational level. Naturally they work in Class IV or equivalent group. Hence, we find the percentage working in Class IV is higher than any other group. In case of Wards D and G(South) the decadal variation is negative, that is the population is decreasing. The people in the ward are not migrants, but are settled for many years. This may be the reason for having a higher percentage of males working in Category III.

As compared to males, the number of females working is much less. In urban area, total workers including all categories are 1373, out of which 1046 are males and only 327 are females. In Matheran part the picture is not different. Out of total 56 workers 7 are females and 49 males. This is also the reflection of male dominated society.

4.1.8 Per capita-per month Income:

Along with the educational level and the occupation, income is thought to be one of the factors responsible for girls' education. Instead of considering total income of the family, per capita income per month is calculated. Table 8 gives the distribution of sample by per capita income.

TABLE 4.1.8

PER CAPITA - PER MONTH HOUSEHOLD INCOME

CLASSIFIED BY TYPE OF SETTLEMENT

Settlement		INCOME (Rs)					
		Below 100	101-200	201-300	301-400	Above 400	Total
Urban	f	40	257	315	176	180	968
	%	4.13	26.55	32.54	18.18	18.60	100
Matheran	f	1	13	25	7	3	49
	%	2.04	26.53	51.02	14.28	6.12	100

It is clear from the above Table that the highest percentage of population in urban (32.54) and Matheran (51.02) is in the income group Rs.201 to 300.

Considering the data ward-wise, Ward T has more percentage of persons in the low income group as compared to other wards. As mentioned earlier, the ward has unauthorised slum; percentage of literacy is less; maximum workers are working as unskilled daily wage earners. These may be some of the reasons for low per capita income. Ward M(East) shows that the percentage of persons in the per capita income group Rs 400 and above per month is more than all the other wards, which is about 34 per cent. As it was noted before, some Muslim male members are working abroad in Gulf countries. As compared to India, their earnings are fabulous. Because of these earnings the income is comparatively high. For remaining wards the highest percentage is the group of Rs.201 to 300 per month. All wards together, only approximately 4 per cent are in the first group with per capita monthly income is upto Rs.100.

Matheran is also showing the same pattern. About 51 per cent are in the group of Rs.201-300. As Matheran is a hill station, there are about 200 hundred hotels with lodging and boarding facilities. The male members get the job in hotels, the wages of which are not very high, but the tips they get are sufficient. Pony-trekking is also profitable. The sample does not include houses which are very difficult to approach. So this cannot be the real picture of tribal people in the valleys of Sahyadri.

4.1.9 Family-size:

The family size ranged from 2 to 14. Table 4.1.9 gives the distribution of the sample by family size. It is interesting to note that nearly all households have one room or at the most two rooms which are 'all-purpose'.

TABLE 4.1.9

DISTRIBUTION OF SAMPLE BY FAMILY SIZE

Settle-ment		No. of Family Members												
		2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Urban	f	15	43	166	318	243	117	49	12	2	2	0	1	1	969
	%	1.5	4.4	17.1	32.8	25.1	12.1	5.1	1.2	0.2	0.2	0	.1	.1	100
Matheran	f	0	2	4	22	11	8	1	0	0	0	0	0	0	49
	%	0	4.1	8.2	44.9	22.5	16.3	2.0	0	2.0	0	0	0	0	100

A family with 5 to 7 members is a common feature for nearly all the wards, as well as Matheran. Only one ward - M(East)- which is Muslim dominated has larger families with 14 persons. This might affect the progress of girls in schools, because there may not be sufficient and proper place for study.

4.1.10 Type of school for girls and boys:

A question was asked about the type of school for the girls and boys. Government schools or the schools managed by Municipal Corporation are free schools. No tuition fees are charged for both boys and girls. Aided schools are recognised by the education department and the fees are reasonable. Girl's education is free even in aided schools. These schools get grant-in-aid from the government or local bodies. Private schools are managed by Trusts or Institutes or by a person. These are recognised schools, but they do not get any financial help either from the Government or Municipal Corporation. Girls and boys both have to pay the expenses, and are usually the fees are high.

Most of the pre-primary schools are private. Similarly most of the English medium schools, which are started recently are private. Because of the craze of putting the children in such schools, the parents have to spend a lot. It is interesting to know whether there is any discrimination between boys and girls in selecting the schools. Following table gives the distribution according to the type of school.

TABLE 4.1.10

TYPE OF SCHOOLS FOR GIRLS AND BOYS

Category	Settlement	GIRLS						BOYS					
		Co-edu.			Separate			Co-edu.			Separate		
		G	A	P	G	A	P	G	A	P	G	A	P
School going	Urban	641	369	199	7	14	9	358	312	194	3	6	5
	Matheran	93	1	0	0	0	0	34	2	1	0	0	0
Non-attendant	Urban	123	35	5	0	0	0	30	12	1	0	0	0
	Matheran												

*G = Government A = Aided P = Private

It is clear from the table, that with a few exceptions, the boys and girls go to co-education schools. In Bombay, most of the schools are co-education schools. The old schools, usually managed by convents or catholic missions are situated in the city area of Bombay, and these are separate schools. All the government and municipal schools are co-education primary schools. There is no general opposition for co-education

schools.

In Bombay, out of 1209 girls, 53 per cent go to government or municipal schools, approximately 31 per cent to aided schools and remaining 16 per cent go to private schools. Out of 864 boys, 41 per cent attend government schools, 36 per cent attend aided schools and remaining 23 per cent go to private schools. The percentage of boys attending private or aided schools are more than girls. This may be called as discrimination because girls have to pay fees in private schools, which the parents may be thinking as unnecessary burden.

The sample in Matheran also shows that one boy is attending a private school and no girl is doing so.

About 75 per cent of urban girls who dropped out were attending government school, about 21 per cent aided school and remaining 4 per cent private school. For the boys who dropped out, the percentages are about 70 per cent from government schools, about 28 per cent from aided and remaining 2 per cent from private schools. This shows there is no discrimination with respect to dropped out children.

4.1.11 Educational Status by Age and Sex:

To compare the school-going, drop outs and non-entrants by age and sex, the children mentioned in the household are classified according to age and sex.

The school-going age is 5+ years. As the study is related to elementary education, the students with age 15 years and more are classified in one group.

Total data about 1265 girls and 891 boys who are attending school; 162 girls and 51 boys who are drop outs and 18 girls and 5 boys who never attended the school from urban area are analysed.

From Matheran, 94 girls and 37 boys who are school-going, 4 drop out girls are shown in the following tables.

TABLE 4.1.11(i)a

EDUCATIONAL STATUS BY AGE AND SEX - URBAN SCHOOL GOING

Age in years	G	B	T
5	72	87	159
% to t	5.69	9.76	7.37
6	95	57	152
% to t	7.15	6.40	7.05
7	115	68	183
% to t	9.09	7.63	8.49
8	102	81	183
% to t	8.06	9.09	8.49
9	116	71	187
% to t	9.17	7.97	8.67
10	133	84	217
% to t	10.51	9.43	10.06
11	138	74	212
% to t	10.91	8.31	9.83
12	147	91	238
% to t	11.62	10.21	11.04
13	108	63	171
% to t	8.54	7.07	7.93
14	100	67	167
% to t	7.91	7.52	7.75
15	139	148	387
% to t	10.99	16.61	13.31
TOTAL	1265	891	2156
% to t	100	100	100

TABLE 4.1.11(i)b

EDUCATIONAL STATUS BY AGE AND SEX - URBAN DROP-OUTS

Age in years	G	B	T
5	-	-	-
% to t	-	-	-
6	-	-	-
% to t	-	-	-
7	-	-	-
% to t	-	-	-
8	3	1	4
% to t	1.85	1.96	1.88
9	0	1	1
% to t		1.96	0.47
10	7	2	9
% to t	4.32	3.92	4.22
11	3	2	5
% to t	1.85	3.92	2.35
12	8	3	11
% to t	4.94	5.88	5.16
13	12	1	13
% to t	7.41	1.96	6.10
14	14	0	14
% to t	8.64	0	6.57
15	115	41	156
% to t	70.99	80.39	73.24
TOTAL	162	51	213
% to t	100	100	100

TABLE 4.1.11(i)c

EDUCATIONAL STATUS BY AGE AND SEX - NEVER ATTENDED

Age in years	G	B	T
5	0	1	1
% to t	-	20.0	4.35
6	1	-	1
% to t	5.56	-	4.35
7	5	1	6
% to t	27.78	20.0	26.09
8	-	-	-
% to t	-	-	-
9	3	1	4
% to t	16.67	20.0	17.39
10	1	0	1
% to t	5.56		4.35
11	1	0	1
% to t	5.56		4.35
12	2	1	3
% to t	11.11	20.0	13.04
13	1	0	1
% to t	5.56		4.35
14	-	-	-
% to t	-	-	-
15	4	1	5
% to t	22.22	20.0	21.74
TOTAL	18	5	23
% to t	100	100	100

TABLE 4.1.11(i)d

EDUCATIONAL STATUS BY AGE AND SEX - URBAN TOTAL

Age in years	G	B	T
5	72	88	160
% to t	4.98	9.29	6.69
6	96	57	153
% to t	6.44	6.02	6.40
7	120	69	189
% to t	8.30	7.29	7.90
8	105	82	187
% to t	7.27	8.66	7.82
9	119	73	192
% to t	8.24	7.71	8.03
10	141	86	227
% to t	9.76	9.08	9.49
11	142	76	218
% to t	9.83	8.02	9.11
12	157	95	252
% to t	10.87	10.03	10.54
13	121	64	185
% to t	8.37	6.76	7.73
14	114	67	181
% to t	7.89	7.07	7.57
15	258	190	448
% to t	17.85	20.63	18.73
TOTAL	1445	947	2392
% to t	100	100	100

TABLE 4.1.11(ii)a

EDUCATIONAL STATUS BY AGE AND SEX - MATHERAN SCHOOL-GOING

Age in years	G	B	T
<= 5	4	0	4
%	4.26	0	3.05
6	6	2	8
%	6.38	5.41	6.11
7	5	5	10
%	5.32	13.51	7.63
8	10	6	16
%	10.64	16.22	12.21
9	14	3	17
%	14.89	8.11	12.98
10	12	2	14
%	12.77	5.41	10.69
11	12	0	12
%	12.77	0	9.16
12	10	4	14
%	10.64	10.81	10.69
13	2	3	5
%	2.13	8.11	3.82
14	9	3	12
%	9.57	8.11	9.16
>= 15	10	9	19
%	10.64	24.32	14.50
TOTAL	94	37	131
%	100	100	100

TABLE 4.1.11(ii)b

EDUCATIONAL STATUS BY AGE AND SEX - MATHERAN DROP-OUTS

Age in years	G	B	T
<=5	-	-	0
%			
6	-	-	0
%			
7	-	-	0
%			
8	-	-	0
%			
9	-	-	0
%			
10	-	-	0
%			
11	1	0	1
%	25.0		25.0
12	-	-	0
%			
13	-	-	0
%			
14	1	-	1
%	25.0	0	25.0
<=15	2		2
%	50.0		50.0
TOTAL	4	0	4
%	100	-	100

TABLE 4.1.11(ii)c

EDUCATIONAL STATUS BY AGE AND SEX MATHERAN TOTAL

Age in years	G	B	T
<=5	4	0	4
%	4.08		2.96
6	6	2	8
%	6.12	5.41	5.93
7	5	5	10
%	5.10	13.51	7.41
8	10	6	16
%	10.20	16.22	11.85
9	14	3	17
%	14.29	8.11	12.59
10	12	2	14
%	12.24	5.41	10.37
11	13	0	13
%	13.27	0	9.63
12	10	4	14
%	10.20	10.81	10.37
13	2	3	5
%	2.04	8.11	3.71
14	10	3	13
%	10.20	8.11	6.63
<=15	12	9	21
%	12.24	24.32	15.56
TOTAL	98	37	135
%	100	100	100

Total number of girls in all the three categories - school-going, drop outs and non-entrants- is more than boys in all the wards of urban area and in Matheran. The reason may be that while selecting the households, it was seen that there is at least one girl. It is a common mentality to have one son in the family, the number of girls can go upto any possible limit. This may also be the reason for having more girls in the sample than boys.

Boys get a preference over girls in getting admitted to pre-primary classes. Pre-primary education is not free in all the schools. The percentage of boys is more than girls at the age of 5 years in the school-going group; which is clearly indicated in all the wards expect H(E). Educationally and occupationally this ward is on the higher status. This may be the reason of discrimination between boys and girls.

One more interesting fact is revealed in the tables. The percentage of boys is more than girls in the group of 15 years and more, who are attending school. This also shows that the boys get a chance to continue education after the age of 15 years, whereas girls are at disadvantage. There is not much variation in the remaining age groups for urban students.

In urban area, drop outs are more in the age group 15 years or more in all the wards. Particularly in F(S) ward, the girls had to leave school because of cloth-mill strike in 1981.

Wards M(E), P and T show drop out girls at an earlier age. These wards have more people working in class IV or equivalents. Educationally also, there are more illiterate as compared to other wards. The number of drop out boys is less than the girls in all the wards and in Matheran there are 4 girls who dropped out but not a single boy.

All the above facts indicate that Education of boys gets more importance than education of girls. Boys get an opportunity to continue education even after crossing the compulsory primary education limit; that is the age 14 years. Because of the circumstances, girls are not allowed to continue education, whereas the boys continue.

4.1.12 Distribution of sample by the Age and Grade:

To get further information about the education of boys and girls, the school-going group is considered with two variables, age and level of education. The age at which the child is admitted to Std.I is 5+ years. If child passes every year, at the age of 15+ he or she should be in Std.X.

Students of higher age group than the normal for any grade have either failed for some years or admitted at late age in the school. It is interesting to know percentage of girls and boys in such categories. Following tables give the distribution of sample by age and grade.

TABLE 4.1.12(i)

DISTRIBUTION OF SAMPLE BY AGE AND GRADE - URBAN

Grade	Sex	Age in Years															Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	>18	
Pre-Pri.	F	64	7	2													73
	M	66	5														71
1	F	13	59	24	3	3											102
	M	7	39	19	7	2	-	1									75
2	F	-	19	68	32	6	9	1	1	1							137
	M		7	38	26	7	5	2	2								87
3	F	-	2	15	50	55	16	12	7	3							160
4	F	-	-	2	11	42	40	21	8	2	1						127
	M				4	25	27	5	3	2	1	1					68
5	F	-	-	-	1	10	45	35	28	7	6	2					134
	M					7	25	27	17	5	9	1					91
6	F	-	-	-	-	-	15	51	41	17	11	4	3	1	1		144
	M						6	27	28	10	8	7		1			87
7	F	-	-	-	-	-	1	13	46	29	18	9	3				119
	M						1	7	25	21	15	3	1	1	1		75
8	F	-	-	-	-	-	-	1	11	32	32	18	2	4	1		101
	M						1	-	7	20	13	12	7	5	2		67
9	F	-	-	-	-	-	-	-	1	9	26	21	15	2	2	1	77
	M									1	16	18	14	4	4	0	57
10	F	-	-	-	-	-	-	-	-	-	5	16	14	3	2	1	41
	M										2	7	22	8	7	0	46
11& Above	F	-	-	-	-	-	-	-	-	-	-	-	5	4	1	1	11
	M												3	4	2	0	9
Total	F	77	87	111	97	116	126	134	143	100	99	70	42	14	7	3	1226
	M	73	62	65	79	69	81	72	84	59	65	50	47	23	16	0	835

TABLE 4.1.12(ii)

DISTRIBUTION OF SAMPLE BY AGE AND GRADE - MATHERAN

Grade	Sex	Age in Years															Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	>18	
Pre-Pr.	F	3	–	1													4
	M			1													1
1	F	–	6	2	1	1											10
	M		2	3													5
2	F	–	–	1	1												2
	M			1	4	1											6
3	F	–	–	1	7	12	7	–	1								28
					2	2											4
4	F	–	–	–	1	1	3	2	3	–	1						11
	M						2										2
5	F	–	–	–	–	1	2	9	3	–	1						16
	M									1							1
6	F	–	–	–	–	–	–	–	–	–	2						2
	M								4	2	1	1					8
7	F	–	–	–	–	–	–	–	3	1	1	2	2				9
	M												1				1
8	F	–	–	–	–	–	–	–	–	–	3						3
	M										1						1
9	F	–	–	–	–	–	–	–	–	1	1	1	1				4
	M										1	1	1				3
10	F	–	–	–	–	–	–	–	–	–	–	2	2				4
	M											3		1			4
11& Above	F	–	–	–	–	–	–	–	–	–	–	–	–	–			–
	M													2			2
Total	F	3	6	5	10	15	12	11	10	2	9	5	5				93
	M	0	2	5	6	3	2	0	4	3	3	5	2	3			38

In case of some of boys and girls, the grade was not mentioned. Hence the sample dropped to 1226 girls and 835 boys, in urban area. The girls admitted in the pre-primary schools are 5.95 percent of the total sample. In case of boys the same percentage is 8.50. This clearly indicates that a discrimination is done in giving opportunity to pre-primary schooling between boys and girls. From Std.I onwards there is not much difference in the percentage of boys and girls.

The percentage of girls continuing education after the age of 16 is only 1.88, while 4.67 percent of boys are continuing education after the age of 16 years. This clearly indicates that the girls are deprived of education if they fail or lag behind because of certain reasons. Boys are fortunate, as they get opportunity for education. More or less the same picture is observed in all the wards as well as in Matheran.

4.1.13 Decision making in the Family:

To know about the family members' relationships with each other, as well to know whether women are given equality in the family or not, a question was asked about the decision-making in four major areas viz. household expenditure, children's education, savings and children's marriage. The responses given are tabulated and presented in the table below.

TABLE 4.1.13

DECISION-MAKING IN THE FAMILY

	Decision-making		Husband	Wife	Both	Elders	N.A	Total
URBAN	1) Household expenditure	f	408	148	383	26	3	968
		%	42.15	15.29	39.57	2.69	0.31	100
	2) Children's education	f	359	100	470	28	11	968
		%	37.09	10.33	48.55	2.89	1.14	100
	3) Savings	f	406	110	374	27	51	968
		%	41.94	11.36	38.64	2.79	5.27	100
	4) Marriage	f	337	110	480	33	8	968
		%	34.81	11.36	49.59	3.41	0.83	100
MATHERAN	1) Household expenditure	f	38	2	9	0	0	49
		%	77.55	4.08	18.37	0	0	100
	2) Children's education	f	38	2	9	0	0	49
		%	77.55	4.08	18.37	0	0	100
	3) Savings	f	41	2	6	0	0	49
		%	83.67	4.08	12.25	0	0	100
	4) Marriage	f	29	2	18	0	0	49
		%	59.18	4.08	36.74	0	0	100

Most of the families are nuclear families. Hence it is seen that the percentage of elders taking decision is much less.

Regarding the household expenditure, the decision takings is more in the hands of males. In about 42 per cent houses in urban area and about 78 per cent houses in the Matheran, husband is the decision-maker. Out of 968 urban households, 70 are female headed. Naturally the decision-maker is a female. Only 148 wives are taking independent decision regarding household expenditure. This means that only 78 wives are taking decision from male headed households. About 40 per cent of the respondents note that decision regarding household expenditure is taken by both. The percentage is not much less than the percentage of husband taking decision.

This is a ray of hope that females are getting their rights. If the ward-wise data are analysed, it is observed that in the urban areas, decision regarding expenditure taken by the wife is as less as 4.12 per cent in ward H(East), and as more as 27.68 per cent in ward M(East). As stated earlier, was M(East) is muslim dominated, and many of the males are abroad for work.

Hence, there is no male member, and obviously the decision in such houses is taken by the wives. This is supported by H(East) ward. There is only one household which is female headed and so wife taking decision is about 4 per cent.

In case of children's education, the percentage of decision taken by both husband and wife is about 49, by husband is about 37 per cent and by wife is about 10 per cent. This shows that importance is given to females' views while taking decision by males. The wife taking decision regarding children's education is the least in H(East) ward and the most is M(East) ward, the percentages are about 4 and about 16, respectively. The reason may be the same as stated above.

In Matheran, the decision regarding the children's education is mainly taken by the husband. About 5 per cent of the respondents did not answer to the question related to decision-making regarding savings and investments. The immediate response was, 'We hardly get anything to survive, now do you expect us to think about savings?". Decision-making about the savings is also male dominated. Still the female's views are considered positively, Which is reflected by the percentage of decision taken by both, which is about 39. Again the least percentage of the wife taking decision regarding saving is in the ward H(East) which is about 4. But both taking decision is the highest in the ward which is about 55 per cent.

Again, M(East) ward shows the highest percentages of female taking decision about savings, which is about 22.

The Matheran shows male dominance even in the savings decisions.

In case of decision taking regarding the marriage of children, the percentage of both taking decision is about 50 per cent, the percentage of decision taken by husband and by wife is about 35 and about 11, respectively, in urban area. Except in ward T, the percentage of decision taken jointly is more than that of decision taken by either husband or wife alone.

In Matheran, the percentage of decision taken by husband regarding marriage is still more which is about 59 per cent, but by both is also about 37 per cent.

Thus it can be said, that the decisions, where monitory involvement is more, are generally male dominated. But the females' views are considered more, when it comes to the future life of children.

4.1.14 Division of labour in the Family:

The household work is supposed to be the domain of females. The females are working as bonded labourers, and nobody, even in educated families, thinks that it is a productive work. Rather, if a male member helps in the household work, it is supposed to be below status.

Food, shelter, clothes are the bare necessities of any human being. For food, one has to get food grains and other eatables from the market; fuel to cook, and water. After taking food, it is necessary to clean the utensils. To keep the house clean, sweeping is an essential act.

Clothes are to be washed properly for which soap and water are bare essentials.

Man being a social animal, the family bonds are strong. Child care becomes the work of prime importance. Child care is not only looking after the child but giving proper food in time, keeping the child clean and healthy, and training and teaching the child for future life. All these acts are to be considered under child care.

The care of the aged is another type of job. It is rather a difficult one than child care, because respecting the elders is a major thing.

Sickness in the family is also to be looked after. Proper care of a sick person is also a time consuming work.

How the work is distributed in the family can be studied from the following tables. This has a direct relation to the girls' education. Following tables give the distribution of work at the households.

TABLE 4.1.14(i)

DIVISION OF LABOUR - URBAN

Sl No	Activity	f %	F	M	G	B	FM	FG	FMG	FMGB
1	Cooking	f	491	1	14	0	24	409	20	5
		%	51	0	1		2	42	2	1
2	Cleaning Utensils	f	340	0	25	0	77	571	8	3
		%	35		3		8	59	1	0
3	Sweeping	f	244	0	57	6	15	528	43	40
		%	25		6	1	2	55	4	4
4	Washing	f	417	3	45	2	6	465	11	4
		%	43	0	5	0	1	48	1	0
5	Marketing	f	319	13	16	1	315	147	82	80
		%	33	1	2	0	33	15	8	8
6	Child care	f	364	2	8	8	59	143	100	75
		%	38	0	1	1	6	15	10	8
7	Sick care	f	291	5	10	0	220	140	67	68
		%	30	1	1		23	14	7	7
8	Care of the aged	f	204	2	10	0	61	100	58	41
		%	21	0	1		6	10	6	4
9	Fetching water	f	298	8	31	0	90	390	34	43
		%	31	1	3		9	40	4	4
10	Fetching fuel/making of cowdung cakes	f	27	0	1	0	3	9	0	0
		%	3		0		0	1	0	0
11	Home based Production	f	24	4	1	2	5	17	5	5
		%	2	0		0	0	2	1	1

TABLE 4.1.14(ii)

DIVISION OF LABOUR - MATHERAN

Sr. No.	Activity	f %	F	M	G	B	FM	FG	FMG	FMGB
1	Cooking	f %	31		1			17		
2	Cleaning Utensils	f %	3		1			45		
3	Sweeping	f %	2		1			44		2
4	Washing	f %	6		1			42		
5	Marketing	f %	10		2		15	4	4	8
6	Child care	f %	30		1		2	15		1
7	Sick care	f %	35		1		1			
8	Care of the aged	f %	24				2	2		
9	Fetching water	f %	13					31		1
10	Fetching fuel/making of cowdung cakes	f %	10				2	9	2	1
11	Home based Production	f %								
12	Any other	f %								

If we consider the table for urban area, it is clearly seen that only boys working on a particular activity is negligible. Similarly only males working on any activity is inconsiderable.

Cooking is supposed to be the activity for females. It is considered as a female domain. In the urban area, about 50 per cent of females alone and about 42 per cent of females with girls in the house are engaged in the cooking activity. The percentage of male helping the females and girls in the cooking is only about 2 per cent. In all the wards, the activity of cooking is undertaken in about 88 to 94 per cent of the households by females and girls. In Matheran, it is the activity which is carried out 100 per cent by females and girls, either alone or together.

No male or boy is involved in the activity of cleaning utensils. In urban area in all the wards and in Matheran also the work is done either by female, or by a girl or by both of them.

Same pattern is observed in case of sweeping, with a slight change. In about 9 per cent of the urban households male or boy also help in sweeping. Same pattern is observed in Matheran area also.

Washing clothes is the activity in which a small percentage of males and boys alone can be observed in urban area. There is always a shortage of water, hence when water is available one has to wash clothes. If the female or girl is busy in cooking or cleaning utensils, the male or boy may be engaged in the washing activity. In Matheran, the work is done by female or girl only.

Marketing is the activity, which is not carried out at home. It includes buying grocery, vegetables and other eatables, and necessary things. This is the activity where money is involved directly. About 49 per cent males are involved in the activity, either alone or with other members of the family. This is the only work in which male participation is considerable even in Matheran area.

Child care is supposed to be the responsibility of the females and girls. About 38 per cent of the females alone, about 15 per cent with girls in the household, about 10 per cent with girls and males and about 8 per cent with all the family members take care of the child in the household. In Matheran, it is shared by females and girls.

Care of the sick is also shared by all the family members though the share of the female is more than the others. In Matheran area no male or boy is involved in this activity.

Care of the aged is also shared by all the family members but the responsibility shared by the female is more than the others. Matheran area still considers it to be the responsibility of females and girls.

In Bombay, practically all have tap as source of water which is not far away from the household. But the timings are sometimes odd and water is to be stored. About 71 per cent of females with the help of girls do this job. About 18 per cent of males alone or with females or girls or with all the family members do the job. In Matheran area, it is the responsibility of females and girls.

In Bombay nearly all the families use Kerosene as fuel. Hence fetching fuel or making cowdung cakes is not an activity to be considered. In Matheran a few males and boys help in fetching fuel.

In home based production, a few females are doing 'Papad', making plastic toys and packing Bindis and everybody helps her.

In general, the females share the great responsibility at household, doing many things.

4.2 The Physical Facilities

4.2.1 Basic amenities:

A question was asked about the availability of basic amenities. Such facilities indirectly or directly affect the lifestyles of the people. Along with questions pertaining to the sources of water, fuel used, a question regarding mass media was also asked. Exposure to mass media has an effect on the perceptions and attitudes of people. Following table gives us the information collected.

TABLE 4.2.1(1)

AVAILABILITY OF BASIC AMENITIES - URBAN

Amenities	F	%
Accommodation: Self	756	78.10
Rented	212	21.90
Bathroom	935	93.69
Lavatory	881	88.28
No. of Rooms: 1	628	62.93
2	325	32.57
3 or more	15	1.50
Source of Water: Tap	951	95.29
Hand pump/Tubewell	109	10.92
Other	-	-
Distance of water source:In home	48	4.81
Near	821	82.26
Far	99	9.92
Fuel -Coal/Coke	1	0.10
Wood	31	3.11
Cow-dung	2	0.20
Kerosene	930	93.19
Gas	137	13.73
Electricity	1	0.10
Other	0	0
Ownership of Transport: Cycle	82	8.22
Motor cycle/Scooter	9	0.90
Jeep/Car/Tractor	4	0.40
Other	0	0
Media: Newspaper/periodicals	171	17.13
Radio	586	58.72
T.V.	571	57.21

TABLE 4.2.1(ii)

AVAILABILITY OF BASIC AMENITIES - MATHERAN

Amenities	F	%
Accommodation: Self	47	95.92
Rented	2	4.08
Bathroom	49	100
Lavatory	48	97.96
No. of Rooms: 1	2	4.08
2	21	42.86
3 or more	26	53.06
Source of Water : Tap	48	97.96
Hand pump/Tubewell	7	14.29
Other	-	-
Distance of water source:In home	0	0
Near	43	87.76
Far	6	12.24
Fuel -Coal/Coke	6	12.24
Wood	33	67.35
Cow-dung	10	20.41
Kerosene	48	97.96
Gas	-	
Electricity	-	
Other		
Ownership of Transport: Cycle	4	8.16
Motor cycle/Scooter	-	
Jeep/Car/Tractor	-	
Other	10	20.41
Media: Newspaper/periodicals	0	0
Radio	35	71.43
T.V.	14	28.57

Out of 969 households, one did not give response to the research fellow. So the sample consisted of 968 households in urban area.

In a city, to own a house is a dream for middle-class and to a higher-middle class person. Surprisingly about 78 per cent of slum-dwellers have their own house. If ward wise data are observed, Ward D shows only about 41 per cent with own house. Ward L also shows that about 68 per cent have own house. In these two wards, there is hardly any open space where an encroachment can crop in. Most of these houses are the encroachment at the government, municipal, railway or private land. It starts with a row of huts built with any possible material, like tin sheets, Bamboo, gunny bags, plastic sheets etc. Because of the political pressure as the colonies become the vote banks, basic amenities are provided. Slowly the people settle down and make a house sometimes with bricks and cement, and a colony of slums comes up. Other wards are the suburban or extended suburbs of Bombay, and there was open and barren land, ideal for encroachment and for development of slums.

New migrants have the rented houses the percentage of such people is only about 22.

A question was asked about the availability of bathroom. In real sense, negligible houses have a bathroom. A small washing place, may not be closed, known popularly as 'Mori' connotes 'Bathroom'. About 94 per cent have it in the house.

For the remaining houses, there is a soak-pit outside the house. Such soak-pits make the environment most unhygienic.

Only about 88 per cent of the urban sample avail of the facility of lavatory. Most of them are public toilets, provided by either Municipal Corporation of Greater Bombay, or by the owner, if the house is rented. The number of toilets is always insufficient. Road sides, railway tracks and open spaces are used by children commonly as toilets. Even the elders use them as the public lavatories are far away from house. This is a curse of the growth of urban area.

About 63 per cent of the households have only one room, which is used for all purposes. About 33 per cent are fortunate ones to have two rooms.

About 5 to 6 persons are accommodated in one or two rooms. Some of the persons are working in factories have all the three shifts. The houses are close to each other. Noise pollution is common in slums. It is difficult for the student to get quiet and conducive atmosphere for study.

The basic need of water is provided by the Municipal Corporation. For more than 95 per cent of the sample, the source of water is tap. All the authorised slums have taps. Only T-ward unauthorised slum Anand Nagar is deprived of this basic need. About 5 per cent have a tap in the house, 82 per cent have a tap near the house. About 10 per cent, have to walk for about 15 to 30 minutes to get water.

About 11 per cent of the sample uses well or tube-well as source of water. Bombay is an island, that to by joining originally separate seven small islands - and the suburban and extended suburbs are also coastal areas, the well water is salty and not used for drinking purposes.

Rain water is stored in the artificial lakes near Bombay and the water after filtration and purification is brought to the city by pipes. There are storage tanks in different parts of the city. The stored water is provided to the population. Because of industrial growth, the population is increasing everyday by about 250 persons, which puts pressure on the supply of water. On an average, tap water is provided for about 30 minutes to 1 hour per day. The timings are different for each area. Naturally, storage of water is a necessity, for which some time is spent.

More than 93 per cent of the sample use kerosene as fuel, about 14 per cent have an LPG gas connection. Only Ward T shows that nearly 22 per cent of the sample use wood as fuel.

Kerosene is not available in the open market, but is distributed in ration shops. A ration card-holder family gets a quota of kerosene depending on the number of family members. A gas holder gets less quota than a non-gas holder. A family having two gas cylinders gets less quota of kerosene. Maharashtra government is trying to be fair to all the people. Coal and wood are comparatively costlier than kerosene in Bombay. Ward T has one location which is unauthorised. The slum-dwellers do not have a ration card, which is a hurdle for them in getting kerosene, and they collect wood from the factories and industries, or use saw-dust which is available in the saw-mills.

The city is so crowded, that there is no sufficient open place to keep solar cooker. Most of the people are unaware of such a facility. Bombay being a coastal city, surrounded by sea, the air is humid. The difference between the maximum and minimum temperature is 6 to 8 degrees usually. Maximum temperature is between the range of 30 degree to 38 degree celsius normally. From June to October there is rainy season. A solar cooker is useless in the rainy season. Corrosion is a difficulty because of humid air. Hence solar cooker is not known and it is difficult to popularise.

Bombay has the best public transport systems. The bus service is owned by the Municipal Corporation and no private buses are allowed. Local trains connect Bombay city to suburbs, extended suburbs and even the neighbouring cities. For a common man, own vehicle is not necessary. To ride a bicycle on the crowded roads is not so safe. Because of these facts only about 8 per cent have a bicycle. The percentage of having a two-wheeler is negligible.

A question regarding mass-media was asked. Only about 17 per cent of the sample purchase a newspaper. Ward D shows the highest percentage of households having newspaper which is approximately 54. This ward has a mixed locality - aristocrats and slum-dwellers. It may be impact of posh locality. As compared to newspapers, radio is cheapest, which is also for entertainment. Approximately 59 per cent have a radio or transistor set. T.V. sets are also present in about 57 per cent of the houses. Television is mostly used as entertainer.

About 96 per cent of the houses are own in Matheran. Tap water is provided to about 98 per cent of the houses. The difference between Bombay and Matheran is in the use of fuel. Approximately 67 per cent of the households use wood and about 20 per cent cow dung cakes. Transportation being a problem, LPG gas is not used in Matheran so commonly. In Matheran about 20 per cent have 'pony', which is used for transportation. Not a single household in the sample gets a newspaper, but about 71 per cent of them have radio or transistor and 29 per cent a television set.

Small and crowded houses and insufficient toilet facilities are the real problems in the urban area. This gives rise to unhealthy and polluted atmosphere. Air, food and noise pollution are the main problems, which have adverse effects on the mental and physical health of a person.

4.2.2 Land holding:

Land holding is really to be important for rural area. If the family has a piece of land at the native place, and if it is large enough, it may prove to be profitable and it may add to the family income. The reverse is also possible as the family is settled in urban area, the male member at least is earning and it is obligatory to send some amount to the person who is looking after the land. In return he may not be getting any profit. Table 16 gives the information about land holding. 'S' indicates own land, 'P' indicates the land in partnership and 'L' indicates that the person is a labourer.

TABLE 4.2.2

LAND HOLDING

Settle-ment	Upto 5 acres			6-10 acres			11-15 acres			>15 acres			No. Land	Total
	S	P	T	S	P	T	S	P	T	S	P	T		
Urban	45	8	53	3	1	4	2		2	5	1	6	50	115
Matheran	15		15										34	49

Nearly 66 per cent of the sample do not have any land. About 24 per cent have own land and about 9 per cent have land in partnership, which is upto 5 acres.

Land upto 5 acres at a far away distance may not prove to be profit making.

In Matheran, nearly 69 per cent are landless and about 31 per cent have land upto 5 acres.

It can be concluded that land holding is not an important factor in urban and even in a Matheran which is all hilly.

4.3 Observations:

From the study of the households, following are the observation noted.

1) In urban area only 7.2 per cent families in the sample are female headed. In most of the cases, either the husband is not alive or is away from the household for a job. In Matheran only 4 per cent are female headed.

2) About 86 per cent of respondents from urban as well as Matheran area are females, mostly the wives.

3) In urban area, the religions of the sample are Hindus, Muslims, Buddhists and Christians. In Matheran area, there are only Hindus and Muslims.

4) All the groups non-scheduled, SC, ST, NT and OBC are included in the sample.

5) The respondents with Marathi, Hindi, Gujarati, Urdu, Tamil, Telugu, Malyalam, Kannada and Konkani as mother tongue are included in the sample.

6) Percentage of illiterates is more in females than males. In general, the educational level of males is higher than females.

7) The percentage of females and males both is more in the occupational category of class IV or equivalent.

8) Highest percentage of sample in the per month per head income group Rs 201 to 300.

9) On average there are 5 to 6 family members in a family, the largest family being of 14 members.

10) Majority of the children attend government or municipal co-education schools.

11) Percentage of boys attending school at the age of 15 years or more is more than girls.

12) Boys attending the school at more than or equal to 16 years in lower grade than usual is more than that of girls. Percentage of boys attending pre-primary school is more than that of girls.

13) Decision-making in the family is either husband or by both.

14) Most of the household work is done by either mother or female member or jointly with girls. The participation of male member is negligible. Only in Marketing, males are involved more.

15) Most of the families have one room.

16) About 78 per cent have their own house.

17) Tap water is provided to about 95 per cent of the sample.

18) Kerosene is the main fuel used by 93 per cent of households in the sample.

19) Mass media like Radio and Television are available in more than 50 per cent of the households.

20) Land holding is meager and may not be profitable.

CHAPTER V

SCHOOL GOING GIRLS

School going Girl:

Household was the entry point for collecting data. The school-going girls from the household were interviewed. The number of girls interviewed are less than actual number of school-going girls in the household. Due to shortage of time it was impossible to visit the household even for the second time. The field work was carried out from 9:00 a.m. to 5:00 p.m., so that the girls attending school in both the shifts can be interviewed. The girls attending some additional coaching class or working as housemaids were difficult to get. So all the girls could not be included in the sample. From 969 households, 998 school-going girls were interviewed. The data analysed are given below.

5.1 Description of the Sample: Factors related to studies and hobbies.

5.1.1 Distribution of Girls by Age and Grade:

At the age 5+ years, the child goes to Std.I. By normal studies, the child should reach upto Std.X by the age 14+ years. At the higher age, the girl studying in the lower standard indicates that either she has failed or started attending school at late age. Tables on the following pages give the analyses of urban area and Matheran, a hill station.

TABLE 5.1.1(i)

DISTRIBUTION OF GIRLS BY AGE AND GRADE - URBAN.

Grade	Age	6	7	8	9	10	11	12	13	14	15	16	17	>18	T
Pre. Pri	f %	7 0.7													7 0.7
I	f %	34 3.4	30 3.0	3 0.3	3 0.3				1 0.1						71 7.1
II	f %	11 1.1	7 6.0	32 3.2	8 0.8	7 0.7	3 0.3	1 0.1							122 12.2
III	f %	1 0.1	13 1.3	45 4.5	55 5.5	14 1.4	12 1.2	6 0.6	2 0.2						148 14.8
IV	f %		1 0.1	9 0.9	41 4.1	41 4.1	18 1.8	10 1.0	2 0.2	1 0.1					123 12.3
V	f %			1 0.1	8 0.8	45 4.5	36 3.6	24 2.4	5 0.5	4 0.4	2 0.2				125 12.5
VI	f %					13 1.3	45 4.5	40 4.0	17 1.7	12 1.2	4 0.4				131 13.1
VII	f %					1 0.1	12 1.2	47 4.7	29 2.9	25 2.5	6 0.6	1 .1			121 12.1
VIII	f %							12 1.2	31 3.1	28 2.8	7 0.7	2 .2	2 .2		82 8.2
IX	f %							1 0.1	9 0.9	27 2.7	10 1.0	5 .5	0 0	1 .1	534 5.3
X	f %									4 0.4	10 1.0	1 .1			15 1.5
XI and above	f %														
Total	f %	53 5.3	104 10.4	90 9.0	115 11.5	121 12.1	126 12.6	141 14.1	96 9.6	101 10.1	39 3.9	9 .9	2 .2	1 .1	998 100

TABLE 5.1.1(ii)

DISTRIBUTION OF GIRLS BY AGE AND GRADE - MATHERAN

Grade	Age	6	7	8	9	10	11	12	13	14	15	16	17	>18	T
I	f														
	%														
II	f		1	3											4
	%		.9	2.8											3.7
III	f			10	8	10									28
	%			9.4	7.5	9.4									26.2
IV	f			2		3	3	1							9
	%			1.9		2.8	2.8	0.9							8.4
V	f					6	18	7	2						33
	%					5.6	16.8	6.5	1.9						30.8
VI	f					6	8	9	4	2					29
	%					5.6	7.5	8.4	3.7	1.9					27.1
VII	f							1	1		1				3
	%							0.9	0.9		0.9				2.8
VIII	f														
	%														
IX	f										1				1
	%										0.9				0.9
X	f														
	%														
XI and above	f														
	%														
Total	f		1	15	8	25	29	18	7	2	2				107
	%		.9	14	7.5	23.4	27.1	16.9	6.5	1.9	1.9				100

In urban area, 206 girls out of 998, that is about 20 per cent are overage for the particular standard in which they are studying. Some of them can be called as potential drop outs, the examples being a girl age 13 years in Std.I, age 14 years in Std.IV, age 15 years in Std.V etc.

Ward-wise analysis shows that the number of school-going girls are less in ward T. Further, not a single girl who is above the age 14 years is school-going, and no girl in Std.IX and above is included in the sample.

Wards H(East) and M(East) have a few girls who are overage for the standards they are studying. In both the wards, migrants from Uttar Pradesh and Tamilnadu respectively are more.

In Maharashtra State, primary education is upto Std.VII. Girls attending the high school in Ward T are only about 3 per cent of the sample, whereas in Ward D it is about 25 per cent of the sample.

Ward D is in the heart of the city, with an affluent upper middle class society. It may be affecting the views of parents, which helps girls continuing education even after primary stage.

Ward T is on the border of Greater Bombay, which is an extended suburban. The area is a slum, dominated by Goonda elements. That may be the reason for few girls attending school and very few attending high school. Social climate can be one of the factors responsible for continuance of girls in Schooling.

In Matheran, only one girl out of 107 school-going girls is studying in high school. Even in Std.VII there are only 3 girls in the sample. This again supports the view that, social climate is one of the factors responsible for girls education to continue.

5.1.2 Birth Order:

The elder girl has to look after the younger siblings, and it is thought as one of the reasons of discontinuance of girls in schooling.

Birth order of school-going girls was asked. Following table gives the distribution of sample by birth order for Urban and Matheran sample.

TABLE 5.1.2

BIRTH ORDER OF THE SCHOOL GOING GIRLS

Settlement	Birth order									
	1	2	3	4	5	6	7	8	9	Total
Urban f	277	276	242	120	55	16	7	4	1	998
%	27.76	27.66	24.25	12.02	5.51	1.6	0.7	0.4	0.1	100
Matheran f	32	24	23	21	5	2				107
%	29.91	22.42	21.50	19.63	4.67	1.87				100

The percentage of school-going girls decreases with the birth order in the urban area. The pattern is little different in ward H(East), L and M(West), where the percentage of the 3rd birth order schools-going girls is more than the 1st birth order girls.

As such, there may be few families in the urban area having more than 3 children. Only about 20 per cent school-going girls are of 5th and above birth order.

In urban area, no definite pattern emerges.

In Matheran, the percentage of school-going girls decreases with the birth order. In Matheran 2 girls out of 107 are of 6th birth order.

From the data collected, birth order does not seem to have any relation with the continuance or discontinuance of girls in schooling.

5.1.3 Encouragement for Joining School:

Following table gives the information about the girls getting encouragement from different persons to join the school.

TABLE 5.1.3

ENCOURAGEMENT FOR JOINING SCHOOL

Settlement		Person							
		M	F	S	B	N	Fr	Mass Media	Any other
Urban	f	900	794	27	11	5	6	3	19
	%	90.18	79.56	2.71	1.10	0.5	0.6	0.3	1.9
Matheran	f	102	92						
	%	95.33	85.98						

Keys M - Mother S - Sister N - Neighbour
F - Father B - Brother Fr - Friend

A question was asked to school-going girls about encouragement from different persons for joining school. Many girls named more than one person who encouraged them to join school.

In urban area, going to school is so common a thing that the girls did not understand the meaning of encouragement.

For admitting a child to school requires some pains. A birth registration certificate is an essential thing. So who did all the necessary things was the main point. In urban area, expect ward H(East), the mother is the first who encouraged according to girls. In H(East), the fathers' percentage is higher than the mothers. In general, even in Matheran, the mother and the father are the persons who encouraged the girls to join the school. It was observed, that even the illiterate parents are eager to send their children to school, hoping that schooling will improve the status in future.

5.1.4 Reasons for Liking the School:

Nearly all the girls said that they like to go to school. Three reasons were suggested and some more added by girls.

TABLE 5.1.4

REASONS FOR LIKING THE SCHOOL

Settlement	Reasons				
	Total	To play	To Study	To get a job	Any Other
Urban	f %	155 15.53	824 82.57	190 19.04	52 5.21
Matheran	f %	15 14.02	103 96.26	20 18.69	2 1.87

The reasons suggested were very common like, they get an opportunity to play, they want to study and get a job in future life. Students added few more like, to make friends, to get rid of household work, drinking water and toilet facilities are better, feeling of security particularly in rainy season etc. Nobody mentioned mid-day meals, free uniforms and free books.

Majority of the girls came to school to study. At this age, they are not sure of the job they want to do in later life. Hence the percentage may be higher for this reason.

Next to that is to get a job. The girls have realised that education may help them in getting a job. So girls give importance to this reason, than the reason to play. The girls from the wards D, M(West) and T, show higher percentage of girls - 27, 30 and 23 respectively - choosing the reason 'to play' than other wards. This may be because the girls do not have any place to play at home.

In Matheran, the girls like to go to school to study.

5.1.5 Reasons for Disliking the School:

Very few girls have shown disliking for school. Six reasons were given and if some reasons is there, they were asked to mention. Following table gives the information about the reasons for disliking the school.

TABLE 5.1.5

REASONS FOR DISLIKING THE SCHOOL

Settlement		Reasons						
		a	b	c	d	e	f	g
Urban	f	5	3	0	2	4	1	3
	%	0.50	0.30	0	0.20	0.40	0.10	0.30
Matheran	f	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0

Out of 998 girls in urban area, only 5 girls give the reason for disliking as they do not like teacher, only 2 say that the studies are boring and uninteresting. Nobody says that the school is far away from home. Only four girls say the that the teacher do not come in the class. Only one girl says that she loves to play and hence does not like the school. Three girls have mentioned that the teacher gives punishment.

In Matheran, not a single girl says that she does not like school.

It can be said that there is no school related factor which is very prominent, responsible for discontinuance of girls in schooling.

5.1.6 Homework from School:

Number of students in class varies from 40 to 85 in urban area. It is difficult for the teacher to give personal attention to all the students. To understand, what is taught in the school and learn it properly, homework is necessary. A question was asked about the homework given, time to do the homework, and if no sufficient time , for doing homework, the reasons for it. Table 5.1.6 gives the information consolidated from the response of the girls interviewed.

TABLE 5.1.6

HOMEWORK FROM SCHOOL

Settlement		Getting Homework	Sufficient time to do HW	No Suff. time	Reasons for no suff. time		
					Household work	Care of sibling	N.A
Urban	f	994	987	10	4	2	5
	%	99.6	98.90	1.0	0.4	0.2	0.5
Matheran	f	107	104	3	3	0	0
	%	100	97.20	2.8	2.8	0	0

Only 2 girls from ward L and 3 girls from ward P say that no homework is given from the school. It happens sometimes that the teacher is on leave and there is no substitute teacher. These girls may be in such a situation. Some of the teachers do not bother to check and correct given homework and hence the girls do not give attention to the homework given, and they just neglect and forget that the homework was given.

More than 97 percent of the girls get sufficient time to do their homework. Percentage of girls saying that sufficient time to do homework is not available, is more in ward L and ward P. In both the wards, the girls are helping their mothers as housemaids. The reasons for insufficient time to do homework were asked to these girls. Girls from only 3 wards - G(South), L and P mentioned house work as reason for the same Girls from L and P mentioned sibling care as the reason. The percentage of girls getting insufficient time to do homework is negligible.

5.1.7 Help in Studies at Home:

Because of the crowded classes, it is practically impossible for the teacher to give individual attention. Further, the individual differences cannot be overlooked and hence some kind of help is necessary at home. Table 5.1.7 gives the information about the same.

TABLE 5.1.7

SOURCE OF HELP IN STUDIES AT HOME

Settlement		Source of Help					
		Parents	Other family members	Neighbour	Friend	Private tutor	Other
Urban	f	373	361	46	51	186	93
	%	37.37	36.17	4.61	5.11	18.64	9.32
Matheran	f	23	46	2	18	2	29
	%	21.50	42.99	1.87	16.82	1.84	27.10

In urban area, about 37 per cent of the parents help the girls in studies at home. The minimum percentage is in ward F(South) which is only about 11, whereas in ward D it is the maximum, which is 45 per cent.

In Matheran it is only 22 per cent. As stated in the previous chapter, ward D has a mixed locality - from slums to skyscrapers. Parents observe, how the help is given to the girls in studies at home. F(South) is loaded with mill-workers and factory-workers, the socio-economic status is lower-middle or middle class. The social climate affects the views of the parents.

Other family members including brothers and sisters help the girls in studies at home, the percentage is about 36 in urban area and about 43 in Matheran area. In ward M(West) girls get more help from family members, whereas in ward F(South) help in studies from family members is only about 13 per cent. This is the only ward where the help is the least. In remaining wards it is more than 35 per cent.

Help from neighbours is only about 5 per cent in urban area and about 2 per cent in Matheran. Urban life is so fast, that hardly anybody has time to devote for neighbours. In Matheran, the houses are scattered and the neighbours are also illiterate as parents.

The percentage of G(South) ward is more in this matter, which is about 11. G(South) is a thickly populated area. Children have no space to sit in the house. It was observed that they sit outside the house to study. Naturally the difficulties are solved by the neighbouring elder children.

In case of approximately 5 per cent of girls in urban area and 17 per cent of the girls in Matheran the source of help in studies at home is friends. The percentage of friends helping in studies is more in ward D. Being the city area, there are many schools nearby. Children are going to different schools and hence they get different learning experiences. The girls may be sharing them.

Private coaching classes and private tutors are helping in studies to about 19 per cent of the urban girls only about 2 per cent of Matheran girls. The highest percentage is in ward M(East) which is just above 30 and lowest is in ward F(South) which is just above 5.

M(East) ward has more adult illiterates. Some of the males are in gulf countries, so financially some families are in better condition. They can afford private tutions. F(South) is again a location, where mill-workers are more in number. Because of the strike of mills, many are unemployed, doing some minor work to earn bread. Naturally they cannot afford to have a private tutor or a coaching class. About 9 per cent of urban, 27 per cent of Matheran girls get help mostly from the school teachers. Nobody says that no help is given in studies.

5.1.8 Support for Education from Family:

Besides books and notebooks, some other things are supporting the studies. Following table gives the nature of support in studies.

TABLE 5.1.8

NATURE OF SUPPORT FOR EDUCATION FROM FAMILY.

Support	Settlement	Y	N	S	NA	T
1) Supervision	Urban Matheran	910 103	50 3	32 0	6 1	998 107
2) Supply of stationery books.	Urban Matheran	985 107	4 0	5 0	4 0	998 107
3) Sufficient time.	Urban Matheran	971 106	17 1	4 0	6 0	998 107
4) Adequate place	Urban Matheran	873 106	114 0	3 0	8 1	998 107
5) Conducive atmosphere.	Urban Matheran	864 96	118 2	3 0	13 9	998 107

For young girls, supervision on the homework is necessary. It does not mean helping the girls, teaching them, or doing the homework for them. It is just asking the girl about the homework given, checking whether the girl has noted it in the diary' supervising when the girl is doing it; and asking the girl to be punctual and looking to it.

Only 5 per cent of urban girls and about 3 per cent of Matheran girls say 'No' to it. The percentage in ward T is highest to 'No', which is 20. Ward T location being unauthorised slum, the illiterate elders who are daily wage earners, do not bother about the homework.

Less than 1 per cent of urban girls do not get textbooks and stationary in time. Text books are given free in Municipal Primary Schools. Private and aided schools do not have this facility. But some social institutes provide the books. In ward T, the percentage is 5, which is higher than the total area. The reason being the poverty, food is the priority.

Girls are busy in doing household work is the general feeling. Only about 2 per cent of the urban girls and only 1 per cent of Matheran girls complain about no sufficient time to do homework. The percentage is highest again in ward T. In ward T, earning is more important than learning. About 7 per cent girls do not get sufficient time to do the homework.

Sufficient light, good ventilation, facilities for writing are necessary to study. In urban area, as seen earlier, most of the sample lives in one room. To get adequate ideal place is next to impossible. Still only 11 per cent of the urban girls are not getting adequate space to study. This is because the girls are adjusted with the space available. But still 25 per cent girls from ward T say that adequate place to study is not available, which is observed in the location.

Conducive atmosphere to study is more important. The slums in urban areas are noisy places; quarrels are very common; loud speakers are going on. Only 13 per cent of the urban girls say that the atmosphere is not encouraging. The girls are used to noises from birth. The disturbing factor may be unrestful houses, quarrels at home etc. This is also more in ward T.

This supports the statement that social atmosphere is responsible factor for continuance of girls education.

5.1.9 Reactions If Not Allowed to Study:

To know whether the girls really want to study or they study just because they are sent by parents, a question was asked. While interviewing the girls, they expressed their reactions if not allowed to study. The reactions are given in the following table.

TABLE 5.1.9

REACTIONS OF GIRLS IF NOT ALLOWED TO STUDY

Settlement		Reactions				NA	Total
		Keep Quite	Try to persuade	Protest	Seek help from others		
Urban	f	98	179	638	6	77	998
	%	9.82	17.94	63.93	0.60	7.72	100
Matheran	f	9	20	78	0	0	107
	%	8.41	18.69	72.90	0	0	100

In urban area about 64 per cent of the girls say that they will protest. In Matheran, about 73 per cent of girls who say that they will protest. The percentage of girls who say that they will try to persuade is 18 and 19 in Matheran. Putting together, 82 per cent of the urban girls and 92 per cent of Matheran girls want to continue in education.

About 10 per cent of urban girls and 8 per cent of Matheran girls want to keep quite. This may be because the fear of the parents or they are not interested in studies. About 8 per cent of the urban girls have not answered, which means they may not be interested in the schools.

Ward wise study shows that ward H(East) girls want to protest more - about 83 per cent -- and ward L girls the lowest-about 48 per cent. About 14 per cent of ward M(East) girls would like to keep quite. Being a Muslim dominated area, woman are denied freedom.

In general, the girls want themselves to continue in schooling, but the effort of social environment cannot be denied.

5.1.10 Regularity in Attending School:

Educational achievement depends on many factors, one of which is regularity in attending school. The answers to the question related to regularity in attending are analysed and presented in the following table.

TABLE 5.1.10

REGULARITY IN ATTENDING SCHOOL

Settlement		Yes	No			N.A.	Total
			Reasons				
			Economic	Family	Distance		
Urban	f	984	0	1	1	12	998
	%	98.60	0	0.10	0.10	1.2	100
Matheran	f	104	0	3	0	0	107
	%	97.2	0	0	0	0	100

In urban area only 14 girls out of 998 are not regular in attending the school; out of them 6 are from ward L. In Matheran only 3 girls out of 107 are unable to attend the school regularly

Most of the urban girls do not give any specific reason. Only one girl says family reasons and one complains about the distance of the school.

In urban area, most of the schools are in two shifts, morning and afternoon. The schools are in all the localities. No location has a school at a long distance.

As seen earlier, the girls like to attend the school. If not allowed, most of them either protest or pursue the parents, which show that girls are eager to continue in schooling; and hence percentage of regularity is above 98.

5.1.11 Punctuality in Attending School:

Attending the school regularly is not enough. Along with regularity, the child should reach the school in time everyday. This also affects the achievement of the child. To know the punctuality and if not punctual, the reasons for that, a question was asked. The answers are analysed and presented in Table 5.1.11 which follows.

TABLE 5.1.11

PUNCHUALITY IN ATTENDING SCHOOL

Settlement		Yes	No				N.A	Total
			Reasons					
			Economic	Family	Distance	School		
Urban	f	983	0	1	1	1	12	998
	%	98.5	0	0.10	0.10	0.10	1.2	100
Matheran	f	104	0	3	0	0	0	107
	%	97.2	0	2.80	0	0	0	100

In urban area, only 15 girls out of 998 have either not answered the question or said they are not punctual. Really, only 3 girls form ward T are not punctual, stating three different reasons - family, distance and school timings.

One girl is from a very poor family, and her mother works on daily basis. The girl has to do all the household work, and hence many a times late in school.

The other girl, who says that the school is the reason, is busy in fetching water in the morning.

The girl who says distance of the school is a problem is a Kannad speaking girl, and the school is about 2 Kms from her house. She cannct afford to go by bus, hence late many a times.

Nobody from any ward give reasons for non-punctuality. Even in Matheran area only 3 girls out of 107 are not punctual because of family reasons.

On an average, the girls are attending the schools with regularity and punctuality. This shows that girls are interested in attending the school.

5.1.12 Failure and Reasons for it:

Stagnation is one of the important reasons thought responsible for drop outs. Some of the overage girls for a particular standard are observed in the sample. A question related to failure was asked. The information is given in the following table.

TABLE 5.1.12

REASONS FOR FAILURE IN ANY CLASS IF ANY

Settlement	No failure	Failure Reasons						N.A	Total
		i	ii	iii	iv	v	vi		
Urban f	687	84	8	43	121	13	59	15	998
%	68.84	8.42	0.80	4.31	12.12	1.30	5.91	1.50	100
Matheran f	51	14	8	7	31	6	6	0	107
%	47.66	13.08	7.48	6.54	28.97	5.61	5.61	0	100

In urban area about 69 per cent of the girls mention that they never failed in any class, the percentage of the same in Matheran area is approximately 48.

Ward D girls are better in the school achievement, about 80 per cent have never failed. In ward L, about 50 per cent have failed somewhere.

The important reasons for failure are no guidance in studies and illness respectively. Only in ward G(South) the girls say that lack of study material is the important reason for failure. The percentage of girls saying load of household work and no time for study is much less.

In Matheran area, lack of guidance in studies is the main reason, next to that is illness.

From the figures in wards D and L, it is clear that the social climate is responsible for the achievement of girls in schools. Further, the girls are not burdened by the household work. Parents being busy in their occupation and low educational level are unable to give guidance.

5.1.13 Liking and Disliking of Teacher:

Girls spend about 6 hours in the school. The teacher is the key person in the classroom. Students have certain expectations about the teacher. A teacher should be a good teacher, understanding, kind, are some of the expectations. If the child does not like the teacher, it has adverse effect on the educational achievement. Following table gives the reasons for liking and disliking the teacher.

TABLE 5.1.13

LIKING AND DISLIKING OF TEACHER WITH REASONS

Settlement		Yes Reasons							No Reasons					NA	T
		i	ii	iii	iv	v	vi	vii	viii	ix	x	xi	xii		
Urban	f	859	79	13	0	0	8	4	7	8	1	1	2	18	998
	%	86.1	7.9	1.3	0	0	.8	.4	.7	.8	.1	.1	.2	1.8	
Matheran	f	102	10	2	0	0	0	0	0	0	0	0	0	0	107
	%	95.3	9.4	1.9	0	0	0	0	0	0	0	0	0	0	

Keys-

Yes Reasons
(i) Teaches well.
(ii) No punishment.
(iii) Neat.
(iv) Understanding.
(v) Gives food.
(vi) Motherly.
(vii) Good discipline.

No Reasons
(viii) No teaching.
(ix) Punishment.
(x) Household work.
(xi) Cleaning work.
(xii) Bringing tea.

It seems that about 86 per cent of girls in urban area and 95 per cent of girls in Matheran area like the teacher because of good teaching. The second important reason given by girls for liking the teacher is that she does not give punishment. Other reasons mentioned in urban area are, the teacher understands the difficulties, she is neat, shows motherly attitude, maintains good discipline and gives food.

Very few girls say that they do not like the teacher. The reasons are 'teacher gives punishment' and 'teacher does not teach'. These reasons are supporting the reasons for liking the teacher. In ward L, the other reasons given are 'teacher asks to do household work; asks to clean the school; or 'tells to order tea during school hours'. In this particular ward, there was an incidence, when the teacher was caught by inspector for making children work for her during the school hours. This is reflected in the answers of the girls from that ward.

This shows that the students want teachers who are good in teaching. They are aware of their rights and duties.

5.1.14 Personal Difficulties and Teachers:

A reason for liking the teacher is mentioned as 'she understands the difficulties of girls'. If the student shares her personal difficulties with the teacher, she will be more attached to school, which will help in her continuing the schooling. Table 5.1.14 gives the information about it.

TABLE 5.1.14

SHARING OF PERSONAL DIFFICULTIES WITH TEACHER

Settlement	Ward	Yes	No	NA	Total
Urban	f %	709 71.04	197 19.74	92 9.22	998 100
Matheran	f %	100 93.46	2 1.87	5 4.67	107 100

About 71 per cent of the girls from the urban area and 93 per cent of the girls from Matheran area agree that they share their personal difficulties with the teachers. The difference between two areas may be attributed to number of students in a classroom as well as with the teachers residential place. In urban areas, the classrooms are crowded, the number of students in a class goes even upto 85. In Matheran, the number is not so large, hence the teacher gets time to share with the personal difficulties of the student.

In the urban area, the teacher may be staying away from the school, always in a hurry to go home after school hours. Local difficulties are not experienced by the teacher and so percentage of girls sharing personal difficulties with teachers in urban area may be less than Matheran. In Matheran, usually a teacher is a local person, who understands the local difficulties.

In urban area, girls in ward D who share personal difficulties with the teachers are more - 91 per cent - as compared to girls in wards T, P, and L. Teachers are unable to understand and visualise the difficulties of the girls in these wards. In ward T, one location - has no facilities like toilets and electricity. The location has no tap water connection, water has to be brought by crossing the busy railway lines. In ward P, one part is occupied by illicit liquor makers, the other part by prostitutes. Drinking water in some part is to be purchased. In ward L, majority of the population is schedule cast, with orthodox views, full of superstitions.

Ward D is in the middle of the city, with all the facilities and the localities are of all types. The social climate makes the girls more open and bold.

Because of social pressure and orthodox views, girls are supposed to keep their mouths shut, not expressing any pains and thoughts. The language is not a standard language but a dialect.

Such girls find the teacher as coming from very high society. This may be the reason with wards T, P, and L for less percentage of girls sharing their personal difficulties with the teacher.

5.1.15 Opinion of Teacher:

If the opinion of the teacher is good about a student, she will listen to the student and will share her difficulties. The girls were asked to judge the teachers' opinion about them. The data are analysed and given in the following table.

TABLE 5.1.15

OPINION OF TEACHER ABOUT STUDENT

Settlement		Opinion			NA	Total
		Good student	Cannot say	Not good student		
Urban	f	699	278	7	14	998
	%	70.04	27 86	0.70	1.40	100
Matheran	f	100	5	2	0	107
	%	93.46	4.67	1.87	0	100

In urban area 70 per cent of girls think that they are good students according to their teachers. In Matheran the percentage of girls thinking themselves as good students according to their teachers is little above 93.

Only 7 girls from urban area out of 998 and 2 from Matheran think that teachers' opinion is not favourable.

This again may be attributed to teachers being a local person and that sharing of difficulties is possible.

5.1.16 Love from Others:

According to Maslow, after fulfilling the physical needs, human beings require the security needs to be fulfilled and then the needs of love and belongingness. Their is a hierarchy of needs. If these needs are satisfied a human can go upward to self actualisation. The girl needs to be loved by mother, father, sister and brother at home and by neighbours, friends, relatives and teachers outside. During the interview, a question was asked about the girls' opinions being loved by others. Table 5.1.16 gives the answers of girls with percentages.

TABLE 5.1.16

OPINION OF THE GIRLS ABOUT BEING LOVED BY OTHERS

Settlement		Loved by								
		M	F	S	B	Fr	N	Tr	R	Any other
Urban	f	935	866	573	564	388	243	227	165	8
	%	93.7	86.8	57.4	56.5	38.9	24.4	22.8	16.5	0.8
Matheran	f	100	100	75	69	53	40	48	28	6
	%	93.5	93.5	70.1	64.5	49.5	37.4	44.9	26.2	5.6

Keys M- Mother. Fr-Friend.
F- Father. N- Neighbour.
S- Sister. Tr-Teacher.
B- Brother. R- Relatives.

In urban as well as Matheran, girls think that they are being loved by their mothers the most. The percentage having this opinion is more than 90, in all the wards except ward L, where the percentage is about 86.

Girls loved by fathers is also very high. Sisters and brothers loving the girls is nearly equal in urban area, but in Matheran, according to girls, the sisters love them more. Even the percentage of friends, neighbours, teachers and relatives loving the girls is more in Matheran than in urban area.

The percentages show that girls are not unwanted. They are equally loved by parents and family members. This is true in urban and Matheran, both the areas.

5.1.17 School Subjects:

In Maharashtra state, the pattern of education is 4+3+3+2+3. First 4 years, that is upto Std. IV, is known as primary. Next three years means upto Std. VII is known as upper primary. Std. VIII to Std X is secondary, next two years is higher secondary and last three years for college or graduate education.

The public examination is at the end of secondary stage, that is Std. X, and at the end of higher secondary stage.

From academic year 1990-91, the curriculum for primary education has been in accordance with National Education Policy 1986. For primary stage, mother tongue, Mathematics, Science, Social studies (history, geography and civics), drawing, craft, physical education are compulsory subjects. In Std. I and II, Science and Social studies are put together under the subject "Environmental Studies".

From Std. V, English and Hindi are added as new subjects. For the public examination at the end of Std. X, that is secondary school certificate examination, mother tongue, English, Mathematics, Science, Social Studies are compulsory subjects. One more subject is Hindi or classical Indian language or modern European language or a composite course of Hindi and Sanskrit. There is written examination for all these subjects. Science has an additional practical examination. Physical Education, N.C.C or Social Service or Scout and Guide and Work Experience are the subjects for which assessment is done by school authorities and grades are given. The grades are considered for passing the examination, but not counted for class.

Upper primary schools are under the control of either State government or the Municipal Corporation.

Municipal Corporation Schools are from Std. I to Std. VII. Normally the class teacher teaches all the subjects. There is special teacher only for music, crafts, drawing. The minimum qualification for a teacher is D.Ed. (Diploma in Education) for which the entrance qualification is S.S.C. But many of the teachers with B.Ed degree also work as primary teachers.

All the secondary schools, which are now under the control of Education Department of State Government have classes from Std. V to Std. X. In these schools, the teachers are not teaching all the subjects but according to their specialization.

Till today, 25 per cent of the teachers teaching to Std. V to Std. VII are trained graduates. Schools prefer to have B.Sc, B.Ed teachers, who teach Science and Mathematics and 75 per cent D.Ed teachers teach other subjects. A question was asked to the girls about the school subjects they like and dislike the most. Following table gives the information about it.

TABLE 5.1.17

LIKING AND DISLIKING OF SCHOOL SUBJECTS

Settlement		Mar	Hin	Eng	Maths	Sc	His	Geo	EVS	Dra	HC	P.Ed
Urban	L	460	155	107	164	128	71	47	15	21	20	20
	D	51	20	185	399	70	114	87	13	4	4	4
Matheran	L	59	24	31	30	16	21	15	9	12	12	12
	D	2	2	15	27	22	14	6	2	0	0	0

The Municipal Corporation schools are free for boys and girls both. In aided schools, girls education about Std. XII is free, upto first three children. So the girls are going to private aided school if it is nearby.

The data from ward D are not available, as this addition in the schedule reached to Bombay after the data collection in ward D was over.

About 52 per cent of girls like Marathi and above 10 per cent do not like it in urban area. Girls in ward G(South) show the least disliking for Marathi, whereas girls in ward H (East) show the most disliking for Marathi. Ward G(South) is a Marathi speaking area. Whereas H(East) has Hindi speaking majority. The common language of communication with local people depends on the population. It may be possible that girls in ward H(East) are facing the situation. This is reflected in the table 5.1.17. Not a single from ward H(East) says that she does not like Hindi.

English and Mathematics are the two subjects, for which the percentage of girls expressing dislike is more than that of liking the subject.

Mathematics is a logical subject. The previous knowledge is necessary for going a step ahead. At the same time , it is totally abstract. If no proper guidance is given, the girls may find it difficult and may develop dislike for it.

English is a foreign language. The script is different. The gammer is different from Indian languages. Not only that, the spellings have no specific rules, same vowel is pronounced differently in different words.

The teachers with D.Ed. as professional qualification, are S.S.C pass. Usually they learn for their education through vernacular medium. For them teaching English is a problem. Naturally, it is reflected in the students disliking English as a subject.

History and Geography are other two subjects , for which the percentage of girls disliking them is more than the percentage of girls liking them. For History, remembering the years for historical events becomes difficult. In Geography, Physical Geography is the most difficult part.

For other subjects there is no specific liking or disliking expressed by girls.

Percentage of failure is also more in English and Mathematics.

5.1.18 Remedial Programmes in Schools:

For girls from slum area, no proper guidance is possible at home. To overcome the difficulties, what the schools are doing is to be studied. Following table gives the efforts of the schools.

TABLE 5.1.18

REMEDIAL PROGRAMMES IN SCHOOLS

Remedial Programme	Settlement	Y	N	NA	T
1) Tr help in overcoming learning diff.	Urban f	760	57	70	887
	%	85.7	6.4	7.9	100
	Matheran f	93	9	5	107
	%	86.9	8.4	4.7	100
2) School programmes for learning diff.	Urban f	429	347	111	887
	Matheran %	48.4	39.1	12.5	100
		71	29	7	107
		66.4	27.1	6.5	100
3) Programmes for psycho diff.	Urban f	417	357	113	887
	Matheran %	47.0	40.3	12.8	100
		56	31	20	107
		52.3	29.0	18.7	100

About 86 per cent of girls in urban area and about 87 per cent of girls in Matheran area express that the teachers help them in overcoming learning difficulties.

When asked in detail, the girls said that they ask the teacher in the classroom or after the school hours. Some of the teachers take extra classes for girls weak in certain subjects. The confidential record of the teacher is adversely affected if there are more failures. For having a good record, teachers help to solve learning difficulties by giving extra time.

About 48 per cent of girls from urban area and 66 per cent of girls in Matheran area say that schools arrange programmes to overcome learning difficulties. When asked about the nature of the programme, it was found to be the extra periods arranged by teachers.

About 47 per cent of girls from urban area and 52 percent of girls from Matheran say that the school programmes are arranged to solve their personal problems. But they cannot explain the nature of the programme. Only thing is some of the teachers understand their problems and try to solve them.

5.1.19 Co-curricular Activities in School:

Along with studies , co-curricular activities are also important for the development of personalities. The aim of education is the all-round development of the student. Co-curricular activities give encouragement to the talents, the student is having. Participation and success give confidence to the person. The energy is channelised properly. Self-esteem of the child is taken care of. Table 5.1.19 gives information about the type of co-curricular activities arranged in schools.

TABLE 5.1.19

CO-CURRICULAR ACTIVITIES IN THE SCHOOL

Settlement		Activities						
		Sports	Debate	Dance	Drama	Music	Elocution	Essay
Urban	f	921	368	850	707	43	21	24
	%	91.3	36.9	85.2	70.8	4.3	2.1	2.4
Matheran	f	107	0	80	69	0	0	0
	%	100	0	74.8	64.5	0	0	0

Sports is the most common activity arranged in schools. It includes team events as well as individual events. Both the events bring in competitive spirit in the individuals. Team events help in developing team spirit and co-operation. About 91 per cent of girls in urban area and 100 per cent of girls in Matheran agree that sports are arranged in the schools.

Along with sports the cultural and social programmes are arranged in the school. School annual social is full of dance and drama events. Usually the schools encourage team events so that more students get an opportunity to participate. About 85 per cent of girls in urban area and 75 per cent of girls in Matheran express that the dance activities are arranged in the school. The dramatic activities are arranged in schools according to 71 per cent of girls from urban area and 64 per cent of girls in Matheran.

About 37 per cent of girls in urban area say that debates are arranged by schools. But while interviewing it was observed that girls get confused in debate and elocution. In most of the schools, elocution competitions are arranged whereas debates are not.

Very few schools arrange musical activities and essay competitions.

Musical competitions require the musical instruments, which the common schools cannot afford.

Writing an essay requires special abilities. Unfortunately, it is observed that essay writing has become stereotyped. The teacher gives the points, which the students expand. No originality is allowed by teachers. According to students, for elocution and essay activities, some guidance is required, which they do not get at home.

The popular dances are folk dances like Koli dance, Bhangra, Garba and Ras, etc. They are not the classical dance events.

In Matheran, according to girls only three types of co-curricular activities are arranged, sports, drama and dance.

5.1.20 Participation in Co-curricular Activities:

Arranging activities in school is not sufficient. How many girls participate in different activities is important. Following table gives the figures of girls participating in different activities.

TABLE 5.1.20

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Settlement		Participation in						
		Sports	Debate	Dance	Drama	Music	Elocution	Essay
Urban	f	476	43	235	97	20	18	20
	%	47.7	4.3	23.6	9.7	2.0	1.8	2.0
Matheran	f	19	0	22	2	0	0	0
	%	17.8	0	20.6	1.9	0	0	0

Though the activities are arranged in schools , the participation of girls is not much.

In sports only 48 per cent girls from urban area and 18 per cent girls from Matheran participate. Next event in which about 24 per cent of girls from urban area and 21 per cent of girls from Matheran participate is dance. A few girls participate in dramatic events. But music, elocution and essay are neglected fields.

The participation of girls is less, the reason may be the restrictions put on the girls from the home.

5.1.21 Prizes Won in Co-curricular Activities:

In young age, prizes have a special importance. It is not related to what the prize is. It may be cash or a trophy or even a certificate. It gives a satisfaction to the child. Prizes help in developing competitive spirit amongst the girls.

A question was asked regarding the prizes won in co-curricular activities. The information about how many girls won such prizes is given in the following table.

TABLE 5.1.21

PRIZES WON IN CO-CURRICULAR ACTIVITIES IF ANY

Settlement		Yes	No	NA	Total
Urban	f	202	362	434	998
	%	20.2	36.3	43.5	100
Matheran	f	23	65	19	107
	%	21.5	60.8	17.8	100

About 21 per cent of girls from urban and Matheran have won prizes in co-curricular activities.

The highest percentage of girls getting prizes is from ward D which is approximately 37 percent. The girls from ward G(South) have the lowest percentage - about 10 - winning prizes in co-curricular activities.

Ward D girls are participating in practically all co-curricular activities, whereas ward G(South) girls are participating only in sports and dance activities. Because of participating in only two activities, the number of prizes are going to be less. This reveals that social environment has its effect on the participation and thus number of prizes won by girls.

5.1.22 Reason for Non Participation:

As it was observed that about 50 per cent of girls participate in different co-curricular activities, and only about 21 per cent won the prizes, an attempt was made to know the reasons for non-participation. The question was an open ended. Eight different types of reasons were given by the respondents. The data analysed are given in the following table.

TABLE 5.1.22

REASONS FOR NON-PARTICIPATION IN CO-CURRICULAR ACTIVITY

Settlement		Reasons								
		i	ii	iii	iv	v	vi	vii	viii	ix
Urban	f	252	2	4	15	6	25	4	10	5
	%	25.3	0.2	0.4	1.5	0.6	2.5	0.4	1.0	0.5
Matheran	f	14	4	3	0	3	0	0	0	0
	%	13.1	3.7	2.8	0	2.8	0	0	0	0

Key-

(i) Does not like.
(ii) Illness.
(iii) Disability.
(iv) Shyness.
(v) Parents oppose.
(vi) School oppose.
(vii) No progress.
(viii) New in School.
(ix) Any other.

The most common reason given by girls is that they do not like to participate in the co-curricular activities. About 25 per cent of girls from urban area and about 13 per cent of girls from Matheran do not like to participate.

Girls in slums have no open space to play. From the very young age, they do not get an opportunity to play. When they enter the school, sports are arranged. In schools the children come from different locations, some of them are fortunate to get open space to play and liking for sports is developed. Once deprived of play, girls do not develop liking for sports. This may be reason why girls do not like to participate. Same may be true for other activities also.

Next important reason is the school opposes to participate. Many a times for interschool competitions, particular students are selecting for year after year, with a view to win prizes, which increases the status of the school. This may even happen for inter-class competitions. This procedure denies participation to some of the students; this the girls call as opposition from the school.

Shyness is also stated as one of the reasons by about 1.5 per cent of girls from urban area. The other reasons stated are they are new in school or parents oppose to participate, no programmes in school, or disability and illness.

5.1.23 Hobbies and Leisure Time Activities:

Along with studies at school, the hobbies and leisure time activities play an important role in the development of personality. Four Activities, listening to radio, watching television, playing and reading books were given and if any other activity the girl likes, she was asked to specify. Following table gives the analysis.

TABLE 5.1.23

HOBBIES AND OTHER LIKINGS OF GIRLS

Settlement		Listening Radio	Watching TV	Playing	Reading books	Handicraft	Sewing	Dance & Music
Urban	f	690	879	783	553	25	5	1
	%	69.14	88.08	78.46	55.41	2.51	0.50	0.10
Matheran	f	76	69	102	85	1	0	0
	%	71.03	64.49	95.33	79.44	0.93	0	0

Watching television is the activity most liked by girls in urban part. Television being an audio-visual media, more and more girls are attracted towards it. But when asked , the girls like the entertainment programmes like movies, Chhayageet, Chitrageet etc. Listening to news is negligible. Even educational television programmes are not liked by the girls. Though it is very powerful, effective media, practically nobody is taking it seriously and as an educative media. It is cheap entertainment.

Next liking is to play. About 78 per cent of girls in the urban area like to play Girls in ward L differ from the remaining group. Only 48 per cent of the girls like to play. Ward L is thickly populated. with no open space to play. Further, most of the population is scheduled caste, with social restriction on girls. The social atmosphere is reflected even in the likings of girls.

Listening to radio is liked by 69 per cent of girls from Bombay. Vividh Bharati and film songs are the most favoured programmes. These programmes are also for entertainment. Both the hobbies and likings may not be helpful in the development of personality.

Only 55 per cent girls like to read books . Most of the girls like to read comics, which are again only entertaining. The girls get books from the school, but the number is very small. Handicraft, sewing and dance-music are the other activities given by some girls.

In Matheran, the girls like to play more than any other activity. Next choice is to read books. They get the books from the school library and these are mostly the story-books.

Listening to radio is indicated by 71 per cent of the Matheran girls, whereas only 64 per cent like to view television programmes. For television programmes, there is a lot disturbances, which has the effect on the viewers. Only one girl likes to do some handicraft work.

The hobbies and likings change with the availability of facilities.

5.1.24 Educational Aspirations of Girls:

The educational aspirations of girls are analysed and given in the next table.

TABLE 5.1.24

EDUCATIONAL ASPIRATION OF GIRLS

Settlement		Aspirations								Total
		Pri	U.Pri	Sec	H.Sec	Degree/ Diploma	P.G	Cannot say	NA	
Urban	f	11	39	243	230	287	86	76	26	998
	%	1.1	3.91	24.35	23.04	28.76	8.61	7.61	2.61	
Matheran	f	0	2	48	16	25	4	10	2	107
	%	0	1.87	44.86	14.95	23.36	3.74	9.35	1.87	

In urban area, the educational aspirations of girls are higher than in Matheran. About 29 per cent of urban girls and 23 per cent of Matheran girls want to go upto graduation. In Matheran about 45 per cent of girls want to complete the secondary education.

In ward L, P and T only, girls aspiring upto primary level that is Std. IV are seen. All the three wards have low aspirations expressed by parents or the parents leave it to child's wish. In ward P and T, few of the parents have expressed that education is not necessary. Naturally it affects the views of the girls. The percentage of the girls who cannot say anything about what they aspire is also not more.

Ward D girls who are aspiring to be graduates are about 44 per cent. In ward L, the same percentage is only little above 17. Ward D has more colleges near the location, whereas ward L has no college in near vicinity. The girls have to travel by public transportation - bus or local train - to go to college. This indicates that educational opportunities affect the educational aspirations of a person.

5.1.25 Occupational Aspirations of Girls:

To know what the girls' occupational aspirations a question was asked. About 10 occupations were given, and if any other, the girls were asked to specify. Table gives occupational aspirations of girls

TABLE 5.1.25

OCCUPATIONAL ASPIRATIONS OF GIRLS

Settlement	Urban		Matheran	
Aspirations	f	%	f	%
i	177	17.7	25	23.4
ii	11	1.1	0	0
iii	16	1.6	4	3.7
iv	195	19.5	17	15.9
v	74	7.4	3	2.8
vi	8	0.8	1	0.9
vii	46	4.6	4	3.7
viii	0	0	0	0
ix	1	0.1	0	0
x	18	1.8	1	0.9
xi	16	1.6	4	3.7
xii	2	0.2	0	0
Any job	111	11.1	30	28.0
NA	323	32.4	18	16.8
Total	998	100	107	100

In urban area, the highest percentage is for being a teacher, next to it is for being a doctor, followed by nursing profession. Only little less than 2 per cent girls aspire to be housewives. About 11 per cent of the girls say that they want to do any job. Two girls want to be a beautician. Girls' views are dominated by the stereotyped roles in the society. But now, the girls have realised that to be a housewife only, will not be sufficient. About 5 per cent of the girls want to be police officer, the percentage is more than the aspiration for housewife.

This may be the effect of television serials in which women are shown in different occupations.

In Matheran, doing any job is shown as choice of about 28 per cent girls. Next to it is doctor by 23 per cent girls , followed by teacher - 16 per cent , and nurse by about 3 per cent. About 4 percent of Matheran girls want to be police officers.

The mass media has a definite effect on the occupational aspirations of girls.

5.2 Description of the Sample: Factors Related to Home.

5.2.1 Division of Labour:

At home, there are many activities to be performed every day. Usually, the household work is the responsibility of the women at home. The girls are expected to help in all the work.

A question was asked to girls about the division of labour at home.

In the original schedule, some more activities were given. These activities are not at all performed in the urban areas.

Matheran - a rural area - was included afterwards, and hence the activities like looking after cattle, fetching fodder, working on agricultural farms were not asked.

Some of the activities are performed by females only, whereas some are performed jointly. Following tables give information about division of labour at home in urban area, and Matheran. The abbreviations used are:

F - Female, M - male, G - girl, B - boy.

TABLE 5.2.1(i) URBAN

DIVISION OF LABOUR - SCHOOL GOING GIRLS' PERCEPTION

Sr.No	Activity	F	M	G	B	FM	FG	FMG	FMBG
1	Cooking f %	498 49.9	8 0.8	6 0.6	0 0	13 1.3	386 38.7	11 1.1	3 0.3
2	Cleaning f utensils %	261 26.15	2 0.2	14 1.4	0 0	2 0.2	639 64.0	10 1.0	2 0.2
3	Sweeping f %	178 17.83	8 0.8	23 2.3	0 0	0 0	640 64.0	30 3.0	31 3.1
4	Washing f %	423 42 38	8 0.8	17 1.7	2 0.2	6 0.6	479 48.0	10 1.0	5 0.5
5	Marketing f %	215 21.54	36 3.6	9 0.9	32 3.2	328 32.87	184 18.4	82 8.2	47 4.7
6	Child f care %	366 36.67	0 0	5 0.5	0 0	67 6.7	201 20.14	91 9.1	44 4.4
7	Sick f care %	311 31.17	0 0	4 0.4	5 0.5	207 20.74	133 13.3	53 5.3	47 4.7
8	Care of f the aged %	255 25.55	10 1.0	6 0.6	3 0.3	97 9.72	105 10.5	42 4.2	32 3.2
9	Fetching f water %	268 26.85	7 0.7	12 1.2	8 0.8	33 3.3	419 41.98	30 3.0	26 2.6
10	Fetching f fuel, % making cowdung cakes	9 0.9	1 0.1	1 0.1	3 0.3	1 0.1	2 0.2	1 0.1	0 0
11	Homebased f production %	10 1.0	3 0.3	2 0.2	0 0	4 0.4	5 0.5	1 0.1	0 0
12	Any f other %	-	-	-	-	-	-	-	-

TABLE 5.2.1(ii) MATHERAN

DIVISION OF LABOUR - SCHOOL GOING GIRLS' PERCEPTION

Sr. No	Activity	F	M	G	B	FM	FG	FMG	FMBG
1	Cooking f	76		2			29		
	%	71.03		1.87			27.10		
2	Cleaning f	9		5			93		
	utensils %	8.41		4.67			86.92		
3	Sweeping f	24		4			76		1
	%	22.43		3.74			71.03		0.93
4	Washing f	22		2		1	81		
	%	20.56		1.87		0.93	75.70		
5	Market- f	47		1		22	20	7	8
	ing %	43.93		0.93		20.56	18.69	6.54	7.48
6	Child f	60		4		1	12		
	care %	56.07		3.74		0.93	11.21		
7	Sick f	46		2		7	2		
	care %	42.99		1.87		6.54	1.87		
8	Care of f	38		2			4		
	the aged %	35.51		1.87			3.74		
9	Fetching f	31		3		1	69	1	
	water %	28.97		2.80		0.93	64.49	0.93	
10	Fetching f	10		12	5		10		
	fuel, % making cowdung cakes	9.35		11.21	0.93		9.35		
11	Homebased f					2		3	4
	production %					1.87		2.80	3.74
12	Any f								
	other %								

Cooking is supposed to be the activity of females exclusively. Less than 1 per cent of the males are doing the job cooking, and about 2 per cent are helping in cooking. About 50 per cent of women alone and about 39 per cent with the help of girls do cooking. While cleaning utensils is shared by girls more than 64 per cent of the girls do this job with their mothers at home. Even the major share of sweeping is taken by girls.

Washing the clothes is also done in most of the cases by women and girls.

Marketing is the main activity in which male participation is unchallengeable. In urban area it becomes a joint responsibility of both women and men. No boy is involved in cooking, sweeping, and cleaning utensils, but marketing responsibility is shouldered by some boys alone, and with other family members.

Child care is also a responsibility of females, both women and girls. In caring sick person in the family, all are involved. Similarly fetching water has become a joint responsibility. As stated earlier, the timings for availability of tap water vary in different areas. Any person who is free has to collect and store water. Still the activity is female dominated.

In Matheran, except marketing all the activities are done by the women and girls. Male participate in the activities of washing clothes, child care, and fetching water with females in very small percentage. In sick care, about 7 per cent of males help the females.

From urban as well as Matheran data, it can be concluded that household work is considered as the responsibility of females. In urban areas even the working women take up the responsibility of household work. Women in urban area are also working as agricultural workers on own land or on daily wages.

Division of labour is now accepted in the middle class at least theoretically. But it seems that the slum dwellers still think that to do household work is mainly the activity of females.

In both the areas, girls help mothers and the elder women in work, but they do not have the entire responsibility of work. It is clear from the data that working at home does not affect the continuance of girls in education.

5.2.2 Time Spent in Household Work:

Girls should know all the household work is the expectation of parents. It is the girl in the home, who is supposed to help the mother in work. The time spent in household work is inversely proportional to the participation of girls in different other activities. In which household works, the girls spend time is given in the following table.

TABLE 5.2.2(ii) URBAN

TIME SPENT IN HOUSEHOLD WORK

Sr. No.	Item		Time spent per hour					NA	Total
			<=15 min	15-30 min	30-60 min	1-2 hours	>=2 hours		
1	Fetching water	f	115	262	89	19	1	511	998
		%	11.6	26.2	8.9	1.9	0.1	51.1	100
2	Fetching fuel	f		1				997	998
		%		0.1				99.9	100
3	Care of sibilings	f	3	26	36	52	73	808	998
		%	0.3	2.6	3.6	5.2	7.3	81.0	100
4	Making cowdung cakes	f		16	15	10	2	955	998
		%		1.6	1.5	1.0	0.2	95.7	100
5	Cooking & Washing	f	21	137	115	96	28	601	998
		%	2.1	13.7	11.5	9.6	2.8	60.2	100
6	Homebased production	f		3	2	1	4	988	998
		%		0.3	0.2	0.1	0.4	99.0	100
7	Wage earning activities	f	1	4	6	4	3	980	998
		%	0.1	0.4	0.6	0.4	0.3	98.2	100

TABLE 5.2.2(ii) MATHERAN

TIME SPENT IN HOUSEHOLD WORK

Sr. No.	Item		Time spent per hour					NA	Total
			<=15 min	15-30 min	30-60 min	1-2 hours	>=2 hours		
1	Fetching water	f %	3 2.8	30 28.0	12 11.2	17 15.9	12 11.2	33 30.8	107 100
2	Fetching fuel	f %	1 0.9	5 4.7	1 0.9	2 1.9	1 0.9	97 90.7	107 100
3	Care of sibilings	f %	1 0.9	5 4.7	3 2.8	1 0.9	13 12.2	84 78.5	107 100
4	Making cowdung cakes	f %		1 0.9	2 1.9			104 97.2	107 100
5	Cooking & Washing	f %	6 5.6	37 34.6	10 9.4	20 18.7	11 10.3	23 21.5	107 100
6	Homebased production	f %					2 1.9	105 98.1	107 100
7	Wage earning activities	f %			2 1.9		3 2.8	102 95.3	107 100

In urban area, for fetching water, about 30 per cent of girls spend upto half an hour per day. Girls in ward T has to spend about 1 to 2 hours for fetching water. Fetching water in other words connotes storing water in drums for use, as the tap water is available for about an hour per day.

Only one girl in ward M(West) says that she spends about 15 to 30 minutes for fetching fuel. No other girl spends any time in fetching fuel, as kerosene is used in more than 90 per cent of the houses.

Surprisingly, very few girls are busy for a long time in taking care of siblings. About 12 per cent of girls spend upto 2 hours and about 7 per cent of girls spent more than 2 hours per day in care of siblings.

Making cowdung cakes is the activity mainly of girls in ward P. A huge milk colony - Aarey Milk Colony - in ward P from where the people collect dung. Usually the cowdung cakes are sold in the market. About 35 per cent of the girls from ward P spend upto 2 hours per day and about 2 per cent of the girls more than 2 hours per day making cowdung cakes. The girls help their mothers in cooking and washing clothes, the percentage of such girls is about 40, out of which 27 per cent spend upto an hour per day in doing the work.

Only one per cent of the girls are busy in home based production. Four girls out of 998 are spending more than 2 hours per day in helping the family members in home-based production. It is usually making ' Papad', Bindi packing, Chappal making, toy watch assembly etc.

Only 2 per cent girls are spending time in wage earning activities. About 1 per cent spend upto 1 hour. Usually the girls help their mothers who are working as housemaids. Some distribute milk in the morning.

On the whole, girls are not overburdened by the household work. The maximum participation of girls is in cooking and washing activities.

In Matheran, about 69 per cent of girls are busy fetching water. As in Bombay, the taps are not in the house or very near the house and so about 11 per cent of girls spend more than 2 hours per day fetching water.

Fetching fuel from the jungle is done by about 9 per cent of the girls.

Cooking and washing is the main activity in which the girls participation the highest - about 78 per cent.

Like urban area, Matheran girls are also not burdened by household work. But it is clear from the tables that role stereotyping is in both the samples.

5.2.3 Distribution of Food:

As it is observed that very few girls perceive discrimination between boys and girls in giving food. If there is any order in the distribution of food, the perception of girls may go wrong.

A question was asked about the order in distribution of food and if any order is followed in the family, who eats first.

The person who eats first gets the better share of the food. In urban area, if the person is a factory worker working in all the 3 shifts, an order of distribution of food is not possible. Following table gives the order of distribution of food if any.

TABLE 5.2.3
DISTRIBUTION OF FOOD AND ORDER OF DISTRIBUTION

Settlement		Specified Order		No specified Order	NA	Total
		elder	children			
Urban	f	25	0	935	20	998
	%	2.50	0	95.49	2.00	100
Macheran	f	5	0	102	0	107
	%	4.67	0	95.33	0	100

Only 2.5 per cent of girls in urban area accept that there is a specific order in the distribution of food in their home. Elder are given the food first. The percentage of girls who do

not answer is 2. This shows that no order is followed in majority of homes.

The life in urban area is so busy that all the family members present at the time of eating is only on holidays. Children have Sunday as school weekly holiday; the mothers working as housemaids have no weekly holiday; fathers working in factories may have other than Sunday as weekly holiday, and daily wage earners do not afford to have a holiday. In this situation, only on festivals or public holidays all are at home to eat together.

Elders are looked after by other family members and respected, so in extended nuclear families, the elders eat first.

5.3 Perception of Girls:

5.3.1 Discrimination Between Boys and Girls:

Girls are not denied of education as Maharashtra is an advanced state. Educational facilities are sufficient, Municipal Corporation Schools are well-equipped with trained teachers who have secured first class in D.Ed. The students get free text books. In some schools, through social workers, uniforms and notebooks are also distributed. At home, there is discrimination, according to girls, it may affect the girls psychologically. Girls' perceptions about discrimination were asked. Following table indicates the perceptions.

TABLE 5.3.1(1) URBAN

DISCRIMINATION BETWEEN BOYS AND GIRLS

SCHOOL GOING GIRLS' PERCEPTION

Sr. No.	Item		Yes	No	Undecided	NA	Total
1	Food	f	7	884	43	64	998
		%	0.7	88.58	4.31	6.41	100
2	Clothes	f	8	885	42	63	998
		%	0.8	88.68	4.21	6.31	100
3	Toys/games	f	13	870	46	69	998
		%	1.30	87.17	4.61	6.91	100
4	Books &	f	6	886	40	60	998
	Stationery	%	0.60	88.78	0.4	6.61	100
5	Help in	f	2	883	46	67	998
	Studies	%	0.20	88.48	4.61	6.71	100
6	Religious functions & social visits	f	4	881	44	69	998
		%	0.40	88.28	4.41	6.91	100
7	Opportunity	f	44	789	86	79	998
	for activity	%	4.41	79.06	8.62	7.92	100

TABLE 5.3.1(ii) MATHERAN

DISCRIMINATION BETWEEN BOYS AND GIRLS

SCHOOL GOING GIRLS' PERCEPTION

Sr. No.	Item		Yes	No	Undecided	NA	Total
1	Food	f	3	91	13	0	107
		%	2.80	85.05	12.15	0	100
2	Clothes	f	2	96	9	0	107
		%	1.87	89.72	8.41	0	100
3	Toys/	f	1	90	16	0	107
	games	%	0.93	84.11	14.95	0	100
4	Books &	f	2	90	15	0	107
	Stationery	%	1.87	84.11	14.02	0	100
5	Help in	f	1	86	20	0	107
	Studies	%	0.93	80.37	18.69	0	100
6	Religious	f	2	85	20	0	107
	functions & social visits	%	1.87	79.44	18.69	0	100
7	Opportunity	f	3	69	35	0	107
	for activity	%	2.80	64.49	32.71	0	100

In urban area, the percentage of girls saying that discrimination is done in giving food, clothes, books and stationary; helping in studies and accompanying parents in religious and social functions is less than 1. This indicates that according to girls, parents are not discriminating between boys and girls. Discrimination in giving toys and games is done according to little over 1 per cent of girls in urban area. The highest percentage of girls perceiving discrimination between boys and girls in giving opportunities for activities is 4.41. This may be because of the social pressure.

The girls from ward F(South), G(South), H(East), do not perceive any discrimination between boys and girls. The girls from ward D perceive discrimination between boys and girls in all the items, the highest percentage is in opportunity for activities, which is about 14. Girls from other wards also perceive the same way in case of opportunities for activities.

Girls in ward D, observe the behaviour of parents from higher middle people with their children. They experience the equality shown by these parents towards their sons and daughters. On that background, they may be perceiving discrimination between boys and girls.

In other wards, there is hardly any mixed locality. The old customs are accepted by girls. The belief that the son in the family is important than the daughter is so deeply rooted, that girls accept it as reality. Because of this, the girls may not be perceiving that the discrimination between boys and girls is done by their parents.

In Matheran, the girls perceive discrimination in giving food and opportunity for activities more than other things. Still the percentage is not very high which is approximately 3.

5.3.2 Gender Equality:

To know the perceptions of girls about equality of sexes, a question was asked. They were twelve statements on which the perceptions were asked on three point scale, agree, undecided and disagree. The data are presented in the following table.

TABLE 5.1.2(i) URBAN

GENDER EQUALITY - SCHOOL GOING GIRLS PERCEPTION

Statement No.		Agree	Undecided	Disagree	NA	Total
1	f	829	152	8	9	998
	%	83.07	15.23	0.80	0.90	100
2	f	711	263	17	7	998
	%	71.24	26.35	1.70	0.70	100
3	f	823	164	5	6	998
	%	82.46	16.43	0.50	0.60	100
4	f	767	213	7	11	998
	%	76.85	21.34	0.70	1.10	100
5	f	682	270	36	10	998
	%	68.34	27.05	3.61	1.00	100
6	f	790	183	18	7	998
	%	79.16	18.34	1.80	0.70	100
7	f	683	279	27	9	998
	%	68.44	27.96	2.71	0.90	100
8	f	656	253	79	10	998
	%	65.73	25.35	7.92	1.00	100
9	f	608	280	21	9	998
	%	60.92	28.06	2.10	0.90	100
10	f	689	281	19	9	998
	%	69.04	28.16	1.90	0.90	100
11	f	672	292	25	9	998
	%	67.33	29.26	2.51	0.90	100
12	f	688	283	18	9	998
	%	68.94	28.36	1.8	0.90	100

TABLE 5.1.2(ii) MATHERAN

GENDER EQUALITY - SCHOOL GOING GIRLS PERCEPTION

Statement No.		Agree	Undecided	Disagree	NA	Total
1	f	93	14	0	0	107
	%	86.92	13.08	0	0	100
2	f	49	36	22	0	107
	%	45.79	33.64	20.56	0	100
3	f	87	19	1	0	107
	%	81.31	17.76	0.93	0	100
4	f	77	25	5	0	107
	%	71.96	23.36	4.67	0	100
5	f	37	42	26	2	107
	%	34.58	39.25	24.30	1.87	100
6	f	87	17	3	0	107
	%	81.31	15.89	2.8	0	100
7	f	42	40	25	0	107
	%	39.25	37.38	23.36	0	100
8	f	37	39	31	0	107
	%	34.58	36.45	28.97	0	100
9	f	37	48	22	0	107
	%	34.58	44.86	20.56	0	100
10	f	40	44	23	0	107
	%	37.38	41.12	21.50	0	100
11	f	39	49	19	0	107
	%	36.45	45.79	17.76	0	100
12	f	32	52	23	0	107
	%	29.91	48.60	21.50	0	100

The first statement was related to the needs of equal education to both boys and girls. Only 83 percent of girls from urban area and 87 per cent of girls from Matheran agree to it. Percentage of girls disagreeing is negligible. But the remaining girls cannot decide upon it. Highly agreeing to the statement are the girls from ward D and H(East), where the number of literate parents are more or the social climate is of that of middle class. In these wards nobody disagrees to the statement. The disagreement is more - about 6 per cent - in ward F(South). F(South) ward is loaded with mill-workers, where education of girls is not considered to be as important as boys.

Boys and girls should be given same type of work and responsibilities was the next statement on which the views of the girls were asked. The answers of urban and Matheran girls differ to a large extent. Little more than 71 per cent of urban girls and only 46 per cent of Matheran girls agree to it, the disagreement from urban girls is only about 2 per cent, whereas the same from Matheran girls is about 20 per cent. Urban girls observe the women working efficiently in all walks of life. They can see women as doctors, engineers, officers in government and public sectors, heads of educational institutions, police officers etc. Naturally it helps urban girls to agree to the statement.

Next statement was related to food. Boys and girls require same type of food is agreed upon by about 82 per cent of urban and Matheran girls, the disagreement is less than 1 per cent. The percentage of girls who cannot decide upon is more in ward M(West), M(East) and P ranging between 22 and 31. For this questions girls were confused in "what should be" and "what is it". As according to girls, there is no discrimination between boys and girls in giving food, this question was not relevant for them. It may be reason for high percentage of undecided answers.

'Boys and girls both require same medical and hygienic care'. In urban area, 77 per cent of girls agree to it and 21 per cent cannot decide upon. The disagreement is negligible.

In Bombay, there are 21 Municipal Hospitals, 4 Government Hospitals, Municipal dispensaries in each and every ward. In addition, there are 66 health posts working for slum dwellers. A question of getting medical care and help is irrelevant to many of the girls. Because of it the percentage of undecided girls may be more.

In Matheran about 5 per cent of girls disagree to the statement. The boys are to be protected, is so deeply rooted, that still some girls agree to it.

The next statement 'Boys and girls should get equal freedom'. In urban areas, approximately 68 per cent girls agree to it, 27 per cent cannot decide about it and about 4 per cent disagree with the statement. In Matheran, only little above 34 per cent agree to it, 39 per cent cannot decide upon and about 24 per cent disagree to it. As compared to other statements the percentage disagreeing girls is more. ' No freedom is to be given to women' is so deeply rooted in the minds of the people, that even the young girls are not getting out of it. This is reflected in the Matheran more. The girls in urban area are exposed to mass media, they get more experiences, they observe the women working and hence their may be difference in the perception of girls regarding freedom.

In urban area about 80 per cent of the girls and in Matheran, about 81 per cent of the girls agree that boys and girls should get equal time to play. About 2 to 3 per cent of the girls disagree to it. The perceptions of girls clearly show that they should get equal time like boys to play.

'Boys and girls can do all the jobs with same ability' was the next statement.

In urban area 68 per cent of girls agree to it, 25 per cent cannot decide upon and about 3 percent of girls disagree to it. In Matheran, the percentage of girls agreeing, undecided and disagreeing are 39, 37 and 23, respectively. The difference in perception of girls in urban and Matheran can be attributed again to the social atmosphere and exposure to a wider horizon.

The next statement was important as it is related to stereotyping of girls to certain roles. 'Boys and girls both should be taught the primary skills in child rearing, cooking, and in health and hygiene' was the statement. About 66 per cent of girls in urban area agree to it, about 25 per cent cannot decide and about 8 per cent disagree to it. The percentage of disagreement is highest for this statement in urban area.

In Matheran, only little more than 34 per cent agree to it, about 36 percent cannot decide and 23 percent disagree to it. Urban girls are showing more agreement than their Matheran counterpart. This also supports the assumption that exposure to open climate helps a person to have broader outlook.

'Men and women both are equally qualified for all occupations' was the next statement. In urban area, 61 per cent of girls agree to the statement, about 28 per cent cannot decide upon, and about 2 per cent disagree with the statement. In Matheran, the percentage of agreeing, undecided and disagreeing are about 34, 45 and 21, respectively. In this case also a vast difference is observed between the perceptions of urban and Matheran girls. The same reason of exposure is valid for this difference.

Equal wages for same type of work to both men and women is agreed upon by 69 per cent of urban and 37 per cent of Matheran girls. The percentage who cannot decide upon is 28 for urban and 41 for Matheran. In urban area only about 2 per cent of girls disagree to the statement and in Matheran, the percentage for the same is about 22. In urban area, all working men and women get equal wages. The wages differ only in case of daily wage earners sometimes. Girls have experienced this. In Matheran, still the principal of equal wages is not followed.

It is assumed that women are bound to get less wages. Social climate is responsible for the perceptions of girls.

The last but one statement was 'Men and women both should share equal responsibility'. In urban areas, 67 per cent of girls agree to the statement, 29 per cent of girls are not able to decide, whereas about 3 per cent of the girls disagree with it. In Matheran, about 36 percent of the girls show agreement, 46 per cent cannot decide and about 18 per cent disagree with the statement.

The decision-making is thought to the domain of males. In a male-dominated society, all the decisions are to be taken in consultation with males. Thus it is supposed that the responsibility is also to be taken by the male member. In urban area, there is a slight change due to working women in different fields, which is still not observed in Matheran. The differences in perceptions may be attributed to the social set up.

The last statement was about the process of decision-taking. 'Decision should be taken by the husband and wife together' was agreed upon by 69 per cent of girls in urban area and 30 per cent of girls in Matheran. In urban area, 28 percent and in Matheran 49 per cent of girls cannot decide upon, whereas only 2 per cent of girls in urban area and 22 per cent of girls in Matheran disagree to the statement.

As stated earlier, this can also be said as the impact of the social climate.

Findings:

1) About 20 per cent of the sample are overage for the standards in which they are studying. They are the probable potential drop outs.
2) Birth order of a girl does not seem to have any relation with continuance or discontinuance of girls in schooling.
3) In about 90 per cent of the cases, mothers encouraged the girls to joining school.
4) Little above 82 per cent of the urban girls and 96 per cent of Matheran girls like school because they get an opportunity to study.
5) Only 5 girls out of 998 do not like to go to school, because they do not like the teacher and only 2 girls find the studies boring and uninteresting.
6) Home work is given in all the schools.
7) Parents and other family members help the girls in studies at home.
8) Girls get support of all kinds from the home.
9) In one ward, where unauthorised slum was included in the sample, the girls do not get adequate place and conducive atmosphere to study. Social climate is responsible for continuance of girls in schooling.
10) Availability of the educational institution in the locality raises the educational aspirations of girls.

11) Girls are still thinking for the occupations which are thought as feminine, e.g. teacher, nurse. Very few girls want to be housewives.

12) Majority of the girls opine that they will protest to if not allowed to study.

13) The girls are attending the schools regularly.

14) Expect 3 girls out of 998, all are punctual in attending the schools.

15) 'No guidance in studies' is the important reason of failure in the school.

16) Percentage of failure is less in a mixed locality sample. In poor area, the percentage of failure is more.

17) Girls like the teachers who teach well and are of understanding nature.

18) Matheran girls can share personal difficulties with the teachers more than their urban counterpart.

19) Proper social atmosphere helps the girls to be bold and more open.

20) A small percentage of students think that they are not good students according to their teachers. These girls are from the wards where the educational status

of the parents is low.

21) Mother loves the girl most.

22) Schools arrange sports, dance and drama, music, elocution and essay writing activities under the term co-curricular activities.

23) Participation in essay writing and music is much less. Debate is misunderstood for education.

24) Wards with scheduled caste and muslim population have less percentage of participation of girls and hence lower percentage of wining prizes in co-curricular activities.

25) The main reason for non-participation is that the girls do not like to participate in co-curricular activities.

26) English and Mathematics are the most unliked subjects to girls.

27) Teachers help the girls in solving their learning difficulties and problems.

28) Viewing television is liked by most of the urban girls and playing is liked by Matheran girls most.

29) Matheran girls like to read books more than urban girls.

30) Discrimination between boys and girls is perceived slightly in giving opportunity to activities.

31) There is no definite order in distribution of food. In some families elders get the preference.

32) Household work is the responsibility of females. Girls help their mothers in household work.

33) Marketing is the only activity where males participate substantially.

34) Girls are not overburdened with household work.

35) Perceptions of Matheran girls regarding gender equality differ from that of urban girls.

36) Perceptions of Matheran girls are still dominated by old customs and beliefs whereas urban girls show a definite change.

Some of the dropout girls and non-entrants were also interviewed. The data analysed are given in the next part.

CHAPTER VI

OUT - OF - SCHOOLS GIRLS

Factors for discontinuance of girls in schooling are much talked about. To study the problem in depth, it was decided to interview out-of-school girls from the 969 households studied. It was possible to interview only 129 drop out girls and 15 non-entrant girl. In Matheran only 9 drop out girls and 6 non-entrant were interviewed.

The number of out-of-school girls might be much larger. These girls are working in different fields and it was impossible to contact all.

The data collected and analysed and interpreted in the present chapter.

6.1 Drop - Out Girls

The girls who have left the school before the age of 15 were included in the study. The description of the sample, the views of girls regarding school and related factors and their perceptions about gender equality are given below.

6.1.1 Description of Drop - Girls

6.1.1.1 Age at Drop Out:

To know the relationship if any between the age and drop out rate, a question was asked. Following table gives information about it.

TABLE 6.1.1.1

AGE AT DROP-OUT

Age	Urban		Matheran	
	Frequency	Percentage	Frequency	Percentage
6	3	2.33	0	0
7	6	4.65	1	11.11
8	6	4.65	1	11.11
9	2	1.55	0	0
10	9	6.98	2	22.22
11	5	3.88	0	0
12	23	17.83	2	22.22
13	19	14.73	0	0
14	30	23.26	1	11.11
15 and above	26	20.16	2	22.22
Total	129	100	9	99.99

The values reveal that the drop out rate suddenly rises from the age of 12 years.

The reasons may be as follows.

- In Maharashtra, primary education is upto Std.VII. The girls enter the school at the age of 5+ years in Std.I. At the age of 12 to 14 years, usually they complete the primary education and do not go for secondary education.
- At the onset of puberty, many restrictions are put on the girls. This also may be the reason for high rate of drop outs at the age of 12 to 14 years.

- Being a male-dominated society, it is expected that the husband should have higher level of education than the wife. It is easy to find a match for a primary education level girl and it could be the reason why girls dropout after primary education.

6.1.1.2 Grade at Which Dropped Out:

A question was asked to know the grade at which the girl dropped out from school. Table 6.1.1.2 gives the grade wise frequencies and percentages of drop out girls.

TABLE 6.1.1.2

GRADE AT WHICH DROPPED OUT

Grade	Urban		Matheran	
	Frequency	Percentage	Frequency	Percentage
I	10	7.75	1	11.11
II	7	5.43		
III	9	6.98	2	22.22
IV	15	11.63		
V	10	7.75	4	44.44
VI	9	6.98		
VII	44	34.11	1	11.11
VIII	11	8.53	1	11.11
IX	13	10.01		
X	1	0.78		
Total	129	100	9	99.99

In urban area the drop out rate is highest at seventh grade followed by fourth grade. Fourth grade is the end of primary stage, seventh grade is where upper primary stage is completed. Most of the girls dropped out there. Even the rate of drop out from Std.I is more. It may be because the girls do not find the studies interesting.

The results are supporting the findings in the previous table. This indicates that when girls completed primary education, they tend to drop out from the school.

In Matheran the percentage of drop out is more till the fifth grade. More than 70 per cent drop out before the age of 10. These girls may be helping their parents in earning money and hence leave the school.

6.1.1.3 Birth Order:

It is believed that the elder girl shoulders more responsibility in helping mother at home and taking care of siblings. A question was asked to find out relationship if any, between birth order and drop out girls. Following table gives information about the birth order of drop out girls.

TABLE 6.1.1.3

BIRTH ORDER OF DROP OUT GIRLS.

Birth order	Urban		Matheran	
	Frequency	Percentage	Frequency	Percentage
1	36	27.91	4	44.44
2	32	24.81	1	11.11
3	31	24.03	3	33.33
4	17	13.18	1	11.11
5	7	5.43		
6	4	3.10		
7	2	1.55		
Total	129	100	9	99.99

The percentage of drop outs decreases with increasing birth order. But the difference is not much. The reason may be, that in the urban area, there are very few families with more than three children. Higher birth order girls may be below the age of 10 and attending the school, while their elder sisters must have attained the age 12 years and more and hence the drop outs. No definite relationship can be established. In Matheran also no conclusion can be drawn.

6.1.1.4 Failure in School:

A question was asked to whether the girl dropped out because of failure. Following table gives information about it.

TABLE 6.1.1.4

FAILURE IN SCHOOL

Settlement		Yes	No	NA	Total
Urban	f	76	52	1	129
	%	58.91	40.31	0.78	100
Matheran	f	5	3	1	9
	%	55.56	33.33	11.11	100

In urban area, about 59 per cent of the girls failed in the school and left the school. In Matheran the percentage of girls who failed is about 56. Failure could be one of the reasons for leaving the school, but that is not the only reason.

6.1.1.5 Drop - Outs in the Family:

To know whether the family has a definite trait of asking the girls to leave the school, information about other dropouts if any was asked. The analysis is given below.

TABLE 6.1.1.5

DROP OUTS IN THE FAMILY

Settlement		Yes	No	NA	Total
Urban	f	68	60	1	129
	%	52.71	46.51	0.78	100
Matheran	f	5	4	0	9
	%	55.56	44.44		100

In urban area, about 53 per cent of girls agreed that there are other drop outs also in the family. The remaining 47 per cent may be the girls with first or second birth order and hence there are no other drop outs. The information does not help in concluding any relationship between family traits and drop outs.

6.1.1.6 Reasons for Drop Out:

An open ended question was asked for the reasons for dropping out. The girls gave various reasons. The major reasons and frequencies are given below.

TABLE 6.1.1.6

REASONS FOR DROP OUT

S. No	Reasons	Urban		Matheran	
1	Economic	34	26.36	2	22.22
2	Helping parents in occupation	17	13.18		
3	Not interested in studies	18	13.95	2	22.22
4	Looking after siblings	14	10.85	2	22.22
5	School is boring	33	25.58		
6	Friends left the school	18	13.95	1	11.11
7	School far away	3	2.33	2	22.22
8	No admission in school	8	6.20		
9	Death in the family	4	3.10	2	22.22
10	No regional language school	3	2.33		
11	Teacher's behaviour	2	1.55		

In urban area, the highest percentage of girls give economic reasons. In the Municipal Corporation Schools, the education is entirely free. The girls get text-books and mid-day meals. But uniform, note-books, pens and pencils are required, for which sometimes parents cannot afford.

The percentage of girls not interested in studies and finding the school boring is rather alarming. The girls may not be finding any relationship between routine life and bookish education. Further, the number of students in a class is sometimes more than 70. This may also cause uninterest in education because of lack of personal attention.

The peer group also influences the girls. About 14 per cent of the urban girls say that they have dropped out because friends dropped out.

Looking after the siblings and death in the family indicate the family responsibility on girls. These reasons are given by about 11 per cent and 3 per cent of the girls respectively.

In urban area, girls do help their mother who are working as housemaids. About 13 per cent of the girls leave their school because they have to help parents in their occupation.

8 girls out of 129, did not get admission because they had no birth registration certificate. 3 Tamil speaking girls left the school, because there was no school nearby for further education.

To sum up, it can be stated that the main reasons for drop out are family responsibility, no interest in studies and poverty.

In Matheran, the main reasons are poverty, no interest in studies, family responsibility, and school distance.

6.1.1.7 Distance of the School:

In urban area there are sufficient number Municipal Corporation Primary School in each ward. These schools have Marathi, Gujarati, Hindi, Urdu, English, Kannad, Telugu, Tamil, Sindhi, Bengali as medium of instruction. Marathi, Gujarati, Hindi, Urdu medium schools are many. For other regional schools are in particular areas depending on the population. Hence sometimes some girls have to travel a long distance for school. Following table gives information about the distance.

TABLE 6.1.1.7

DISTANCE OF THE SCHOOL

Settlement		School faraway	School nearby	Total
Urban	f	3	126	129
	%	2.33	97.67	100
Matheran	f	7	2	9
	%	77.78	22.22	100

In urban area only 3 girls out of 129 say that they have to walk about 30 to 40 minutes to reach the school. Out of 129 girls, 4 girls sometimes go by public bus and remaining 125 girls go to school walking. This information matches with the previous table, where the girls leaving the school because of distance are also 3.

In Matheran, there is no transport system. Being a small Hill station with all nature preserved, even a bicycle is not allowed. The girls have to travel a lot to reach school. It is one of the main reasons for drop outs.

6.1.1.8 Regularity in Attending the School:

To know whether the drop outs were regular in attending the schools and if not what where the reasons, a question was asked. Following table shows the frequency of regular students.

TABLE 6.1.1.8

REGULARITY IN ATTENDING THE SCHOOL

Settlement		Yes	No	Total
Urban	f	123	6	129
	%	95.35	4.65	100
Matheran	f	4	5	9
	%	44.44	55.56	100

There is a difference in urban area and Matheran. In urban area more than 95 per cent of the drop out girls were regular in attending the school. In Matheran 4 girls out of 9 say that they were regular in attending the school.

The ethos of the school may be related to the regularity in attendance.

5 out of 6 girls from urban area, who where not regular, mentioned that the school was boring for them and hence they were not regular. Only one girl gives the reason of household work.

In Matheran 3 out of 5 girls who were not regular feel the school boring and hence they were not regular.

This indicates that the main reason of irregularity is related to school in general.

6.1.1.9 Punctuality in Attending the School:

Regularity is related to attending the school on every working day. Along with regularity, attending the school in-time punctually is also important. Following table gives information about it.

TABLE 6.1.1.9

PUNCTUALITY IN ATTENDING THE SCHOOL

Settlement		Yes	No	Total
Urban	f	123	6	129
	%	95.35	4.65	100
Matheran	f	5	4	9
	%	55.56	44.44	100

More than 95 per cent of urban dropout girls were punctual in attending school. Out of 6 girls who were not punctual, 2 give reasons of household work, while 4 say they were purposely going late because they did not like to attend the school.

In Matheran, the reason given is distance of the school by all 4 girls.

The data support that the regularity and punctuality were related to school in general.

6.1.1.10 Feelings about Attending the School:

A questioned was asked about how they were feeling when attending the school and how they are feeling now as they left the school.

TABLE 6.1.1.10

FEELING BEFORE AND AFTER DROP-OUT

Settlement		While attending				After leaving			
		H	U	N	T	H	U	N	T
Urban	f	108	13	8	129	41	22	66	129
	%	83.72	10.08	6.20	100	31.78	17.06	51.16	100
Matheran	f	6	2	1	9	4	4	1	9
	%	66.67	22.22	11.11	100	44.44	44.44	11.11	9.99

About 34 per cent of the urban girls say that they were happy when they were attending the school. But about 32 per cent drop outs are happy because they have left the school. When the girl is attending the school, she has to study, do homework and to attend the school. Once she is out of school, this responsibility ceases to exist. Because of it, the girls may be feeling happy when they are out from school.

In Matheran also, the percentage of happy girls after leaving the school is about 44.

These results indicate that the school environment is responsible, at least in the past, for discontinuance of girls from schooling.

6.1.1.11 Aspirations:

Occupational aspirations of these drop out girls show stereotyped pattern.

In urban area, twelve girls wanted to be teachers, 15 wanted to be nurse. Only one girl wanted to be housewife; and 51 girls said that they cannot say what their occupational aspiration was, when they were attending the school. In Matheran two girls wanted to be teachers, one doctor and remaining 6 could not answer.

After dropping out from school, 35 girls wanted to be housewives, and still 65 cannot say anything about their occupational aspirations in urban area. In Matheran nobody can answer the question.

This shows the uncertain future of these girls.

6.1.1.12 Hobbies:

The girls were asked about T.V., Radio, playing and reading books.

In urban area, about 90 per cent of girls like to view television programmes, 62 per cent like to listen to radio programmes. When further asked, they liked only the programmes which are entertaining. 54 girls out of 129 enjoy playing with friends.

It is interesting to note that 34 per cent of the drop out girls in urban area like to read books.

The girls dropped out because of economic reasons or those who dropped out after primary education may be finding reading informative and entertaining.

In Matheran, about 78 per cent of the girls like to read books, about 67 per cent to listen to radio programmes and 44 per cent to watch T.V. programmes. They also like entertainment programmes as compare to informative ones. Even the books they like to read are fairy tales or comics. Five girls out of 9 like to play with friends.

This indicates that mass media are used for entertainment and not for educative purposes.

6.1.1.13 Division of Labour:

Household work is suppose to be responsibility of females in the family. The study was conducted in the slum areas. They cannot afford to have a servant for household work like cleaning utensils, sweeping, cooking, washing clothes, etc. They do not have the facility of 24 hours running water. Usually a tap is near the house which is common for the locality. Fetching water from the common tap and storing is also an important job. Following table express the division of labour in the household.

TABLE 6.1.1.13

DIVISION OF LABOUR - URBAN

S.N	Activity	Person working						
		F	M	G	FM	FG	FMG	FMBG
1	Cooking	11		10	1	104	1	
2	Cleaning utensils	3		14		107		1
3	Sweeping	1		17		101	6	2
4	Washing clothes	6		16		102		
5	Marketing	9	6	13	15	30	16	11
6	Child-care	18		6	10	30	14	9
7	Care of sick	13		6	29	38	9	7
8	Care of old	14		4	10	18	3	8
9	Fetching water	4		12	1	96	2	
10	Fetching fuel							
11	Household activity	2		2	3	4	1	2

In urban area, the girls are helping mothers in doing all the work. The number of only girls doing the work of cleaning utensils, sweeping, washing clothes and fetching water is more than only elder females doing the same. When the elder is busy looking after children or working outside to earn money, it is the responsibility of the girl to look after the household work.

It is observed that males - elders as well as boys do not share the work of cooking, cleaning, sweeping or washing clothes. But the work like marketing, sick care, care of the old is shared by males. This indicates that the work outside the house is shared by males. As the girls are not attending school, they are required to work full day at home.

In Matheran, only 9 girls were interviewed. It is observed that the division of labour is the same as urban area. Girls are helping their mothers in all household work. Marketing is the only activity shared by males. In addition fetching fuel becomes additional burden on girls.

These girls are also helping their mothers if they are working as housemaids.

A question was asked about the average time spent on household work.

In urban area, when the girls are helping their mothers in cooking, cleaning, 25 per cent of them say that they devote more than 2 hours per day. The next important work is child-care, in which about 14 per cent of the girls spend more than 2 hours. About 9 per cent of the girls are spending more than 2 hours per day for wage earning. On an average the girls are spending about 30 minutes per day on different activities like cooking, cleaning, fetching water and child care respectively. This shows that at least 2 hours are devoted to household work.

In urban area, the girls are busy in bringing ration from fair-price shops. For getting food grains, kerosene, and sugar they have to stand in queue for hours together, whenever the items are available.

In Matheran we find the same pattern. On an average, girls spend about 30 minutes each on activities like cooking, cleaning, fetching fuel and child care. About 22 percent of girls spending more than 2 hours on these activities.

Boys are not involved in any household work. There is clear discrimination between boys and girls as regards household work.

6.1.1.14 Distribution of Food:

A question was asked about the distribution of food. Out of 129 urban girls only 3, and out of 9 Matheran girls only 3, say that the elders in the family eat first. Otherwise there is no definite order in serving the food, and there is no discrimination between the boys and girls as far the distribution of food is concerned.

6.1.2 The Views of Dropout Girls:

Some questions were asked to know the views of girls about school, teacher and studies when they were attending the school.

6.1.2.1 Joining the School Again:

A question was asked 'would you like to join the school again?'. The answers are tabulated in the following table.

TABLE 6.1.2.1

LIKING TO JOIN THE SCHOOL AGAIN

Settlement		Yes	No	Total
Urban	f	47	82	129
	%	36.43	63.57	100
Matheran	f	1	8	9
	%	11.11	88.89	100

In urban area, nearly 64 per cent of the girls do not like to go to school again. In Matheran, 8 girls out of 9 do not want to attend the school again.

When asked the reasons, the main reasons given were, they are older than the classmates; they have started earning wages; and they do not consider education essential for living.

In urban area, about 36 per cent are eager to join the school again, the reasons given were, they desire to study further; by education they can get better job; and one girl wants to join the school to get rid of the household work.

The larger percentage of girls think that education is not necessary for further life. This again shows that the bookish education is not interesting to many of the girls.

6.1.2.2 Classmates:

In urban area, when asked about the classmates, 94 per cent of the girls liked their classmates. When asked further, the girls said that they had no quarrels with the classmates, and they used to help each other. In Matheran also, 7 girls out of 9 expressed the same view.

6.1.2.3 The Teacher:

In urban area, out of 129 girls, 91 per cent liked their teachers of the class they attended last. But 9 per cent categorically said that they did not like their teachers. The reason of disliking was found to be the punishment given by the teachers. According to them, the teachers were not of understanding nature.

When asked the reverse way, whether the teacher liked you, only 50 per cent of the girls said yes to it. 6 per cent said no to it and remaining 44 per cent could not decide upon.

In Matheran 7 out of 9 said that they liked their teachers of the class they attended last. Out of 2 girls 1 who did not like the teacher said that the teacher was not teaching in the class.

3 out of 9 girls said that teachers liked them, 2 said that teachers did not like them and 4 out of 9 are not sure of the opinion of the teacher.

This again shows that the discontinuance of girls is related to teachers to some extent.

6.1.2.4 Difficulties in Studies:

Text Books-

A question was asked about the text books. In urban area, 95 per cent of the girls and in Matheran 8 girls out of 9 said that the text-books were good and interesting.

About 5 per cent of the urban girls and one girl from Matheran expressed that the standard language used in the textbooks was difficult to comprehend.

It is very difficult and unpracticable to have textbooks in different dialectic forms. On an average the textbooks are good. In Maharashtra state, Text-book Bureau takes the responsibility of preparing textbooks for primary schools. The books prepared by the bureau are prescribed in all the schools. There are good illustrations, the type is suitable. The bureau also conducts researches related to text-books.

Home Work-

Home-work is as important as attending the school It is taking a review of what is taught in the classroom. Homework if done properly, helps the child to understand what is taught in the classroom more clearly. It is the base for further studies.

In urban area, about 56 per cent of the girls experienced difficulties in homework. The main difficulty was that they did not understand what was taught in the classroom.

In a large class, teacher is unable to give individual attention. Further, the girls are so shy that they do not open out and tell the teachers their difficulties. Once the base is weak, the students lack in studies.

In Matheran all the 9 girls find it difficult to do homework. The main difficulty expressed was they did not understand the school teaching. Out of these 9 girls only 5 [illegible] for help from others. It was not possible to got help at home, so they asked neighbours, friends and teachers to help them and they got some help.

In Bombay, about 43 per cent of girls asked for help at home in their studies. No girl says that mother and father helped to solve their difficulties. Friends in few cases were helpful to them but the percentage of girls getting help at home is very small.

In many cases the parents particularly mother is not educated. Further she is busy doing household work and in some cases earning wages also.

Once the difficulties go on accumulating the studies become boring and uninteresting, causing the girls dropping out of school.

6.1.3 Perceptions of Drop-Outs Girls:

While interviewing, the girls expressed their perceptions about the feelings of family members and teachers when they were attending school; about the discrimination between boys and girls; and about gender equality.

6.1.3.1 Feelings of Others When the Girls are Attending School:

To know whether their were negative feelings of family members when the girls were attending schools, a question was asked. Following table gives the analysis.

TABLE 6.1.3.1

FEELINGS OF OTHERS

Settlement	Person	Happy	Unhappy	Undecided	Total
Urban	Mother	79	31	19	129
	Father	73	29	27	129
	Sister	71	33	25	129
	Brother	68	28	33	129
	Teacher	52	9	68	129
Matheran	Mother	5	2	2	9
	Father	4	2	3	9
	Sister	5	2	2	9
	Brother	4	2	3	9
	Teacher	1	0	8	9

In case of 24 per cent of girls in urban area the mother was not happy, 22 per cent of the girls feel that the father was not happy when they were attending school.

Some of the girls left school because of economic reasons or responsibilities of household work. In case of these girls, the parents may not be happy when they were attending school.

About 26 per cent sisters and 22 per cent brothers were not happy about the girls attending school. This unhappiness can also be attributed to the same two reasons mentioned above.

Surprisingly, about 9 per cent of the girls feel that their teacher were not happy when they were going to school. These may be girls who did not like their teachers.

In Matheran, 2 girls out of 9 feel that their family members were not happy when they were attending the school. This may be again attributed to the economic reasons.

The percentage of girls in both the settlements who cannot express feelings of the teachers is much larger - about 52 in urban and 34 in Matheran. This may either be because of communication gap between the teacher and student.

According to the girls in the slum area, the teachers are from higher strata of the society. This becomes a constrain sometimes for close relationship between the teacher and the student.

6.1.3.2 Discrimination between Boys and Girls:

In male dominated society, boys get more facilities and attention from the parents as compare to girls. A question was asked to know the discrimination if any.

TABLE 6.1.3.2

DISCRIMINATION BETWEEN BOYS AND GIRLS

SN.	Items	Urban				Matheran			
		Y	N	U	T	Y	N	U	T
1	Food	0	114	11	125	3	6	0	9
2	Clothes	1	113	11	125	3	6	0	9
3	Toys\games	1	93	31	125	1	6	2	9
4	Books, stationery	2	92	31	125	0	7	2	9
5	Help in studies	1	88	46	125	0	7	2	9
6	Social visits	1	104	20	125	0	3	6	9
7	Opportunities for activities	4	90	31	125	0	7	2	9

Out of 129 girls in urban area, 4 have no brother and hence did not express.

The percentage of girls in urban area saying that the discrimination is done is much less. In the bare necessities like food and clothes, no discrimination is done in urban area. The facilities like toys, games, books and stationery, the girls are uncertain to a sizable extent. These may be the luxury items for them.

In Matheran 3 girls out of 9 say that discrimination is done between boys and girls as regards food and clothes and for remaining items they do not find any discrimination. The possibility may be that other items are the luxuries for them.

In general, the girls are brought up in such a fashion, that they accept the superiority of males. They have mothers as their role-models and if any discrimination is there, they do not feel it as discrimination but as a routine matter. If the girls are observed continuously in the family for a couple of days the information gathered may be more reliable than the interview.

6.1.3.3 Gender Equality:

There were twelve sentences related to gender equality. It was very difficult to explain that the perceptions are required and not the facts. Following tables give the analysis.

TABLE 6.1.3.3

GENDER EQUALITY - DROP-OUT GIRLS' PERCEPTION

Statement no.	Urban				Matheran			
	A	U	D	T	A	U	D	T
1 f	114	12	3	129	7	2	0	9
%	88.4	9.3	2.3	100	77.8	22.2	0	100
2 f	97	22	10	129	1	5	3	9
%	75.2	17.0	7.8	100	11.1	55.6	33.3	100
3 f	114	12	3	129	8	1	0	9
%	88.4	9.3	2.3	100	88.9	11.1	0	100
4 f	110	17	2	129	6	3	0	9
%	85.3	13.2	1.5	100	66.7	33.3	0	100
5 f	87	24	18	129	2	5	2	9
%	67.4	18.6	14.0	100	22.2	55.6	22.2	100
6 f	99	21	9	129	8	1	0	9
%	76.7	16.3	7.0	100	88.9	11.1	0	100
7 f	89	23	17	129	2	6	1	9
%	69.0	17.8	13.2	100	22.2	66.7	11.1	100
8 f	79	21	29	129	2	5	2	9
%	61.2	16.3	22.5	100	22.2	55.6	22.2	100
9 f	86	26	17	129	1	7	0	9
%	66.6	20.2	13.2	100	11.1	77.8	0	100
10 f	90	27	12	129	0	7	1	9
%	69.8	20.7	9.3	100	0	77.8	11.1	100
11 f	92	26	11	129	0	7	2	9
%	71.3	20.2	8.5	100	0	77.8	22.2	100
12 f	100	23	6	129	1	7	1	9
%	77.5	17.8	4.7	100	11.1	77.8	11.1	100

In urban area, the percentage of disagreement is highest with statement 8, which is ' Boys and girls both should be taught the primary skills in cooking, child care and health and hygiene'. This shows that 23 per cent of the girls are still thinking that it is not the job and responsibility of males.

About 14 per cent of the girls show disagreement to the statement 'Boys and girls should get equal freedom'; and about 13 per cent disagree with the statement 'Male and females are equally competent for all jobs'. This shows that the idea of 'females are inferior to males' is so deeply rooted, that even the young girls show its influence on their perceptions.

Statement numbers 1 2 and 4 are about equal education, same food and same medical help and care to boys and girls respectively. The disagreement percentage is as low as 2.3, 2.3 and 1.6 respectively. This indicates that as regards basic needs, there should not be any discrimination according to girls. But when the question of abilities, opportunities, freedom comes in, males are thought to be superior and hence the disagreement percentage increases.

Entering into the column of agreement(A), it is observed that the percentage for any statement is more than 61. This is ray of hope, that the girls have started thinking about equality.

In Matheran, more agreement is shown to statements related to equal education (7 girls), same food (8 girls), same medical help and care (6 girls) and equal time for playing (8 girls).

In Matheran, the girls saying that they cannot decide upon are more. This may be because of less exposure to society. Girls in Bombay have more exposure, their experiences are wider and richer as compare to Matheran. They observe women working in all walks of life. These experiences definitely affect the perceptions.

6.2 Girls who Never Enrolled in School:

Out of 969 households in Bombay, it was possible to interview only 15 girls and in Matheran out of 49 households only 6 were interviewed.

These girls were never enrolled in schools.

There are sufficient number of schools in Bombay which are managed by the education department of Municipal Corporation. These schools are free schools. Textbooks are provided by the schools. Because of it very few girls stay away from schools. Bombay being highly industrialised, girls get jobs and some of the girls were not available for interviews. The team tried their best to contact such girls at the places where they work. But because of many problems, it was impossible to talk to such working girls. Hence the sample is very small.

6.2.1 Description of Non-Entrant Girls:

6.2.1.1 Age of the Girls:

TABLE 6.2.1.1

AGE OF NON-ENTRANT GIRLS

Age (year)	No. of Girls	
	Urban	Matheran
7	4	
8	2	2
9	1	
10	1	1
11	1	
12	3	2
13	2	
14	0	
15	1	1
Total	15	6

Out of 4 girls aged 7 years, two were Tamil speaking girls and the school was not nearby. Parents were neither ready to send them to a far away school nor to a school with any other medium of instruction. One girl does not have a birth certificate and the schools are not ready to admit her without it. One girl has to look after the siblings as the mother and father both are daily wage earners.

In Matheran, the girls did not give any explanation.

6.2.1.2 Birth Order:

TABLE 6.2.1.2

BIRTH ORDER

Settlement	Birth order						
	1	2	3	4	5	6	Total
Urban	6	2	2	3	1	1	15
Matheran	2	1	2	1			6

Six girls out 15 in urban area are the eldest child in the family; 2 girls out of 6 in Matheran are the eldest. Eldest girl has the responsibility of looking after the siblings and helping mother in household work. This could be the reason why the eldest girls are more non-entrants in this group.

6.2.1.3 Reasons for Non-Enrolment in School:

The reasons given by girls were classified in 5 different categories. Table below gives the distribution. No girl gives personal reasons for non-enrolment.

TABLE 6.2.1.3

REASONS FOR NON-ENROLMENT

Settlement	Reasons				
	Economic	Family	Social	School related	No birth certificate
Urban	5	8	0	2	2
Matheran	0	4	1	2	0

In urban as well as Matheran area, most of the non-entrants give the reasons related to family, which include helping mother, child-care, or looking after house because mother is working. The girls in Bombay give economic reasons also. Because of frequent strikes in the industries, many a times the family has economic crises, which affects the education of the children, particularly girl child.

School related reasons are either the school is far away or the medium of instruction is not the mother tongue.

6.2.1.4 Efforts to Enrol in School:

In urban area, only two girls out of 15 tried to enrol in the school by asking the parents and requesting them. Remaining 13 girls did not try any means. According to these girls, it was impossible to attend school because of economic and family reasons.

In Matheran not a single girl out of 6 tried to enrol in school. The reasons for doing so are not stated as economic and family.

6.2.1.5 School going Friends and Parents' Views:

Seven girls out of 15 in urban area and 2 girls out of 6 in Matheran have friends who are going to school. When they observe the friends going to school, 6 girls from urban area and 2 girls from Matheran feel that they should go to school; but 4 girls from Bombay do not feel like going to school. Two girls in Matheran and only 1 girl in Bombay feel sad because they are not allowed to attend the school.

Eleven girls in urban area and five girl in Matheran are sure that the parents will not allow them to join school. The reasons stated are economic, family and social reasons.

In urban area 10 girls out of 15 and in Matheran 3 out of 6 have no idea about what do children do in school. This shows that there is a communication gap between the non-entrants and their friends who are school going.

6.2.1.6 Reading, Writing and Counting:

In urban area, 4 girls attempted to learn reading out of which 2 girls can write their own name. In Matheran, only one girl tried learn reading and can write her name. All the girls learnt to read and write from friends.

As compare to reading and writing, counting is learnt by more girls. In urban area 10 girls can count upto 20, 6 girls can count upto 100 and only one girl can count upto 1000. All of them learnt counting from friends or from sisters and brothers.

In Matheran, 5 girls out of 6 can count upto 100. They learnt counting from friends and neighbours.

Counting is necessary than writing and reading in day-to-day life. These girls are working somewhere or selling petty goods, in which counting becomes essential. What is essential is acquired by any person. This indicates that if the curriculum becomes need-based, more girls may be attracted towards schools.

6.2.1.7 Hobbies:

The activity most enjoyed by these girls is playing with friends. In urban area, 10 out of 15 girls and in Matheran 4 out of 6 girls like to play with friends. Listening to radio programmes and watching T.V. are also enjoyed by these girls. When asked further they like the entertainment programmes.

These girls have to share the burden of household work. For recreation, they may be interested in playing with friends.

6.2.1.8 Division of Labour:

It is observed that no household work is shared by boys, even adult males are not helping in household work. It is the girl who helps her mother in cooking, cleaning, sweeping washing, fetching water and child-care. Marketing is the only major activity, in which males participate.

These girls spent about 30 minutes to 1 hour on these activities. Fetching water, washing clothes, child-care are the activities in which the girl spend upto 2 hours per day per activity. There is no different pattern for girls in Matheran.

It is observed that the school going girls also share the responsibility of household work. The non-entrant girls are also working as housemaids or helping mothers in their work as housemaids.

6.2.1.9 Distribution of Food:

There is no order followed in the distribution of food according to all 15 girls from Bombay and 5 girls from Matheran. Only one girl from Matheran says that elders eat first.

This shows that there is no preference given to distribution of food.

6.2.2 Perceptions of Non-Entrant Girls:

The girls were asked about the feelings of the family members when they are not enrolled in school, discrimination between boys and girls and gender equality. The perceptions are given below.

6.2.2.1 Perceptions about the Feelings of Others:

The girls were asked about the feeling of the family members and friends about their not attending the school.

It was difficult for the girls to answer. Most of the girls -12 to 14 out of 15 could not tell about it. Only 2 girls said that the mother and father are unhappy, whereas one girl said that they are happy.

In Matheran, out of 6 girls, two girls say that the mother and the father are happy as they were not going to school.

If the girls are earning members in the family, the mother and father may be happy with it and hence happy because she is not attending the school.

6.2.2.2 Discrimination Between Boys and Girls:

According to all girls in Bombay, parents do not discriminate between boys and girls as far as food, clothes, social visits are concerned. Only 2 girls out of 15 feel that discrimination is experienced as far as opportunities for activities are concerned.

In Matheran 2 girls out of 6 feel that parents discriminate between boys and girls as far as food and clothes are concerned.

Matheran is cutoff from the other parts in heavy rains, as the narrow gauge train services are terminated and road transport is very expensive. The families may be facing shortage of food which is not a case in Bombay.

6.2.2.3 Gender Equality:

It was very difficult to get the perceptions of girls. Following table gives the analysis.

TABLE 5.2.2.3

GENDER EQUALITY - NON-ENTRANT GIRLS' PERCEPTIONS

Statement no.	Urban				Matheran			
	A	U	D	T	A	U	D	T
1	7	7	1	15	4	2	0	6
2	4	10	1	15	2	4	0	6
3	6	7	2	15	3	3	0	6
4	6	7	2	15	3	3	0	6
5	3	11	1	15	3	3	0	6
6	5	9	1	15	3	3	0	6
7	3	11	1	15	1	4	1	6
8	1	10	4	15	2	3	1	6
9	3	10	2	15	0	5	1	6
10	2	11	2	15	3	3	0	6
11	2	11	2	15	0	5	1	6
12	2	11	2	15	1	3	2	6

The number of girls who cannot decide upon is from 7 to 11 out of 15 girls in Bombay.

The number of girls agreeing to equal education, same food and same medical care for boys and girls is 7, 6, and 6 respectively. But like school going girls, 4 girls out of 15 disagree to statement number 8 - "Boys and girls both should be taught primary skills in child care, cooking, health and hygiene".

In Matheran , same trait is observed. The information gathered gives just the trait. It can be said that the equality is perceived only for basic needs. But males are superior to females in different abilities is accepted by tradition.

6.3 Parental Perceptions:

While interviewing the adults in the household, some questions related to reasons for dropping out of girls from schools and for non-enrollment of girls in school were asked.

To compare the perceptions of parents with that of girls who are drop-outs and who are non-entrants are considered together.

6.3.1 Reasons for Discontinuance:

Particulars of dropouts if any in the household were asked. The reasons for discontinuance of children from school were classified into 5 heads. Following table gives the reasons given by parents in general and the reasons given by actual dropout girls.

TABLE 6.3.1

REASONS FOR DISCONTINUANCE

Settlement	Person	Reasons				
		Personal	Family	Social	Economic	School related
Urban	Parents	92	37	5	40	10
	Girls	68	35	0	34	13
Matheran	Parents	3	1	0	0	0
	Girls	3	4	0	2	2

According to parental perception, in case of girls, social reasons are not important for discontinuance. Social reasons are social pressure, child marriage, etc. The reasons grouped under 'school related reasons' are school timings, distance of the school from the residence co-education schools, male teachers teaching to girls, medium of instructions, etc. A few parents perceive the school related reasons responsible for dropping out of girls. Nobody has objected for co-education school or male teachers, but non-availability of Tamil as medium of instruction and the distance are perceived as main problems.

Personal problems are the main problems as perceived by the parents. The probable reasons given are, the child is not interested in studies; the child cannot cope up with the studies; backwardness in studies; overage for a particular grade and hence feeling shy; mental retardation etc. According to parents, at the onset of puberty, girls feel shy to go out, and is one of the reasons for dropout.

Family reasons include the responsibility at home like looking after siblings, care of old people, household work, etc. Naturally, these are thought to be girls' responsibilities and so this is perceived as the important reason for girls dropout.

Along with family reasons, economic reasons are also perceived by parents as important reasons. Though primary education is free, the notebooks, pens, pencils, uniforms are to be provided by parents and it becomes impossible in economic crisis.

In Matheran personal and family reasons are the major reasons for dropouts according to parents.

In general, girls also support the perceptions of the parents. Girls give school related reasons little more than parents. The school routine is boring for some dropout girls.

If the division of labour at home is considered, it is obvious that girls share a major load along with mothers.

6.3.2 Reasons for Non-Enrolment:

A question pertaining to the parental perception about reasons for non-enrolment was asked. As earlier, the reasons are grouped under 5 categories - personal, family, social, economic and school related. Nobody gives school related reasons as reason for non enrolment. The main reasons perceived by them are personal, family and economic, that too economic is prominent in case of girls. This again shows the mentality of the general population. Girls' education is secondary to that of boys' when the problem of money is involved. Similarly, household work responsibility is always on the shoulders of girls.

Girls who are non-entrants were also asked the reasons for their non-enrolment. Following table gives the reasons given by parents in general and the girls who never attended school.

TABLE 6.3.2

REASONS FOR NON-ENROLMENT

Settlement	Person	Reasons				
		Personal	Family	Social	Economic	School related
Urban	Parents	5	4	1	10	2
	Girls	0	8	0	5	4
Matheran	Parents	1	2	0	2	0
	Girls	0	4	1	0	2

According to parents [illegible] important reason for non enrolment is economic. In Bombay, being highly industrialised area and Matheran a hill station, a girl who works can earn Rs. 10 to 15 per day irrespective of age and education. Parents may be considering this fact responsible for non-enrolment.

In both areas, the girls give more weightage to family related reasons. This again emphasizes the responsibility on the girls of household work.

Girls are giving school related reasons more than the parents. These girls have never attended schools. But they might have observed their friends loaded with study burden and hence saying that school is boring.

Personal reasons are given by parents only. Not a single girl accepts that she has personal problems which prevent her from enrolment in school.

It can be concluded that there is no difference in the perceptions of general population and the girls giving reasons for discontinuance or non-enrolment.

6.4 Perceptions of School Teachers:

The school-going girl's schedules were analysed and the schools they are attending were listed. The teachers teaching in these schools were interviewed, with the help of the schedule for the teachers.

All the teachers were trained teachers. Some of the teachers - 48 per cent are trained graduate teachers.

In June 1991, there was one week drive by Municipal Corporation of Greater Bombay. Due to postponed general elections, the schools reopened one week late than the schedule time. During that week, all the teachers were on duty. They did a survey of the area near the schools and made a list of about 17,000 non-enrolled children upto the age of 14 years and tried to enroll them in schools. There was one teacher one student programme for the children which were overage. This might be one of the reasons of having much less number of non-enrolled students.

Many of the teachers reported that there is no wastage or dropping out of girls from their classes.

Very few teachers were ready to accept that some girls dropped out from their schools.

The reasons given were the common well known ones. They are,

1) Poverty is the main reason for drop outs.

2) Economically independent girls become 'bold' according to parents, particularly the elder girls. So parents are in a hurry to marry their daughters soon.

3) Because of large classes, it is not possible to give individual attention. It is difficult for some girls to understand and comprehend the studies. These girls become backwards in studies and lose interest and dropout.

The confidential Report of the teacher is affected if the percentage of failures increases. Teachers tend to promote nearly all the students to the next class, hoping to prevent wastage, so that the girls go upto Std. VII, which is the end of primary stage.

6.4 Findings:

6.4.1 Dropout Girls:

1) Birth order of the girl is not the factor responsible for continuance or discontinuance of girls in education.
2) Maximum number of dropouts are at the end of primary education.
3) The prominent age group of dropouts starts from the age of 12+ years.
4) Failure is one of the reasons for dropping out of girls from school
5) About 54 per cent do not like to join the school again, as they look older, or they have a job; they do not find education helpful.
6) The girls have good opinion about classmates and teachers.
7) Economic problems, sibling care, helping parents in their occupation and friends not going to school are

some of the important reasons of dropping out of school.

8) Lack of understanding is the major reason for dropout girls.

9) Very few girls got help in studies at home but nobody got it from parents.

10) The girls were regular and punctual in attending school.

11) More than 50 per cent of the girls could not express the occupational aspirations they had.

12) Watching television and listening to radio are the joyful activities.

13) Dropout girls are helping the mothers and sharing the responsibility of household work.

14) A few girls experience discrimination in giving opportunities for activities.

15) Cooking, child rearing, cleaning are still perceived as the jobs of females by these girls.

6.4.2 Non-Entrant Girls:

1) The girls are of younger age.

2) Forty per cent of the girls are the eldest child at home.

3) Family reason is the main reason of girls not attending school.

4) One-third of the girls are unaware about what is

taught in schools.

5) One-third of the girls know counting at least upto hundred, but only 2 girls out of 15 can write their own name.

6) Decision-making, visualization, perceptions are lacking in the girls who never attended the school.

7) These girls are not overburdened by household work.

8) The girls are confused and cannot decide upon most of the statements related to Gender Equality.

6.4.3 Parental Perceptions:

1) Personal, economic and family reasons are given as important reasons for dropouts as well as non-entrants.

2) There is not much difference between parental perceptions and the girls opinion about leaving the school or non-enrolment.

6.4.4 Teachers Perceptions:

1) The teachers were reluctant to accept the dropouts in their respective schools.

2) The reasons given by teachers are economic, family and personal.

3) They accepted that due to large classes it is not possible to give personal attention and it may be one of the reasons for dropouts.

CHAPTER VII

UTILITY OF GIRLS' EDUCATION AND GENDER ROLE PERCEPTIONS

Nearly all children till the age of 14 years are dependent on their parents. It is the parental perception that determines the girl's continuance or discontinuance in education. Seven statements were presented to the parents with three point scale to express their perceptions.

Same statements were presented to teachers also. These statements were related to the utility of the girls education.

Education is an investment, where the returns are not certain and immediate. It is not possible to experience instant cost effectiveness. Following analysis of data explains the parental perceptions as well as teacher's perception about the utility of girls' education.

7.1 Utility of Girls Education - The Perceptions:

The respondents in the households were generally females - mothers of the girls. The question was added after the data collection in one ward of Bombay was over. Hence there are 855 respondents - 741 females and 114 males in urban area. In Matheran there are 49 respondents - 42 females and 7 males.

Teachers interviewed were 175 in urban area out of which 152 were females and 23 males. In Matheran 5 male and 6 female teachers were interviewed. To compare the perceptions of female and male respondents, the data were analysed accordingly. Each statement is considered separately.

7.1.1 Economic Self-Sufficiency, if Needed:

TABLE 7.1.1

ECONOMIC SELF-SUFFICIENCY - PERCEPTIONS

Settlement	Persons	Sex	Perceptions			
			A	U	D	T
Urban	Parents	F	681	35	25	741
		M	104	6	4	114
	Teachers	F	149	3	0	152
		M	20	3	0	23
Matheran	Parents	F	33	8	1	42
		M	5	2	0	7
	Teachers	F	4	2	0	6
		M	5	0	0	5

The first use was "Girls can earn their own daily bread, if the need arises". About 92 per cent of female respondents and 91 per cent of male respondents from urban area agree to it. The variation is from 77 per cent in ward T to 98 per cent in ward H(East) in case of female respondents. In wards F(South), G(South), L and P, male respondents show 100 per cent agreement to the statement. In Matheran more than 78 per cent of female respondents and 71 per cent of male respondents agree to it.

In urban area, people know that there are many challenges to life everywhere, so everybody must be prepared to face it. Education makes the girls fit for getting a job. So large percentage of respondents agree to it.

In urban area, 98 per cent of female teachers and 87 per cent of male teachers agree to the statement. In Matheran all the male teachers and two-third of female teachers agree to the statement.

Majority of parents and teachers agree to the economic self-sufficiency as use of girls' education.

7.1.2 Avoidance of Hard Manual Labour:

TABLE 7.1.2

AVOIDANCE OF HARD MANUAL LABOUR - PERCEPTIONS

Settlement	Persons	Sex	Perceptions			
			A	U	D	T
Urban	Parents	F	366	157	218	741
		M	74	18	22	114
	Teachers	F	50	2	100	152
		M	3	2	18	23
Matheran	Parents	F	26	15	1	42
		M	4	2	1	7
	Teachers	F	2	2	2	6
		M	3	1	1	5

The second was a negative statement. "Educated girls wish to stay away from hard and manual work" was agreed upon by about 49 per cent of female respondents and 65 per cent of male respondents from urban area. In case of female respondents the percentage of agreement varies from about 39 in ward P to 57 in ward H(East). Male respondents show variation in agreement from 50 per cent in ward M(West) and T to 83 per cent in ward M(East).

In Matheran 62 per cent of female respondents and 57 per cent of male respondents agree to the statement.

In urban area nearly 33 per cent of female teachers and 13 per cent of male teachers agree to the statement. In Matheran the distribution of female teachers is equal, whereas male teachers agree more to the statement.

The pattern in case of parents and teachers is reverse in urban area and Matheran. Hence no influence can be drawn regarding this use of girl's education.

7.1.3 Proper use of Leisure Time:

TABLE 7.1.3

PROPER USE OF LEISURE TIME - PERCEPTIONS

Settlement	Persons	Sex	Perceptions			
			A	U	D	T
Urban	Parents	F	615	76	50	741
		M	93	10	11	114
	Teachers	F	112	30	10	152
		M	18	3	2	23
Matheran	Parents	F	17	21	4	42
		M	3	3	1	7
	Teachers	F	3	2	1	6
		M	2	2	1	5

In urban area, about 82 per cent of male respondents and 83 per cent of female respondents agree that, education helps the girls to use leisure time, properly. The minimum and the maximum percentage of female agreeing to the statement are about 68 in ward T about 95 in ward H(East) respectively. Male respondents vary from 63 per cent in ward T to 100 per cent in wards F(South), G(South), and P.

In Matheran the percentage of agreeing is lower than urban area, which is 58 in case of female respondents and 64 in case of male respondents.

In Matheran the idea of leisure time is not very clear, as there is no such time thought of.

In ward T, the percentage is low. The girls are busy doing some work all the time, and hence there may not be any leisure time for them; and so, the parents cannot perceive the use of education for leisure time.

Same pattern is observed in case of teachers. About 74 per cent of female and 78 per cent of male teachers agree to the statement in urban area. The percentages of agreement are lower in Matheran.

7.1.4 No Belief in Old Customs:

TABLE 7.1.4

NO BELIEF IN OLD CUSTOMS - PERCEPTIONS

Settlement	Persons	Sex	Perceptions			
			A	U	D	T
Urban	Parents	F	494	127	120	741
		M	82	15	17	114
	Teachers	F	135	15	2	152
		M	20	2	1	23
Matheran	Parents	F	14	25	3	42
		M	3	2	2	7
	Teachers	F	5	1	0	6
		M	4	1	0	5

"Educated girls do not believe in old customs" is the statement which can be taken as positive or negative. If the parents are orthodox, believing not in superstitions but the traditional social mores and customs, it becomes negative. Parents with broader outlook, it is a positive statement. How the parents and teachers have taken it is not known. No inferences can be drawn from it.

7.1.5 Good House-Wife:

TABLE 7.1.5

GOOD HOUSE-WIFE - PERCEPTIONS

Settlement	Persons	Sex	Perceptions			
			A	U	D	T
Urban	Parents	F	570	125	46	741
		M	104	6	4	114
	Teachers	F	107	35	10	152
		M	17	3	3	23
Matheran	Parents	F	17	22	3	42
		M	3	4	0	7
	Teachers	F	4	1	1	6
		M	3	1	1	5

"Educated girl becomes good housewife". In urban area, 77 per cent of female respondents and 78 per cent of male respondents agree to it. The minimum and the maximum percentage of agreeing female respondents is 59 in ward T and 93 in ward

H(East), respectively, and that in male respondents is 67 in ward T and 100 in ward G(South), respectively.

In Matheran 40 per cent of female respondents and 43 per cent of male respondents agree to the statement.

In ward T, the percentage of agreement is low in case of female as well as male respondents. This ward has more percentages of illiterates, income group is also low and they do not perceive education helping in becoming good housewife. In general the percentages agreeing to the statement is high. This shows that parents do perceive the use of education in household work also. In urban area, the percentage of agreeing female and male teachers is 70 and 74 respectively. In Matheran, 4 out of 6 female teachers and 3 out of 5 male teachers show agreement. This reveals that the importance of education even in household work is accepted by majority of population.

7.1.6 Getting Good Spouse:

TABLE 7.1.6

GETTING GOOD SPOUSE - PERCEPTIONS

Settlement	Persons	Sex	Perceptions			
			A	U	D	T
Urban	Parents	F	532	154	55	741
		M	88	17	9	114
	Teachers	F	110	31	11	152
		M	15	5	3	23
Matheran	Parents	F	25	17	0	42
		M	4	2	1	7
	Teachers	F	2	3	1	6
		M	2	3	0	5

One more use of education for the girls was stated as 'Educated girl gets good husband easily'. About 72 per cent female respondents and 77 per cent male respondents from the urban area agree to the use. The range of percentage agreeing to the female respondents is 52 in ward T to 88 in ward H(East). In case of male respondents percentage of agreement varies from 64 in ward H(West) to 100 in ward G(South).

In Matheran, 59 per cent of female respondents and 57 per cent male respondents perceive the use of education.

In urban area, it is easy for an educated girl to get a job. In the present condition, one more earning member in the family is most welcomed. So majority of parents perceive that education helps the girls in getting a job and there by a good husband.

The percentage of female and male teachers agreeing to the statement is 72 and 65 respectively in urban area. In Matheran only 2 female and 2 male teachers agree to the statement. The percentage of teachers agreeing is lower than parents. There is no apparent reason for it.

7.1.7 Useful in Area Improvement Programme:

TABLE 7.1.7

USEFUL IN AREA IMPROVEMENT – PERCEPTIONS

Settlement	Persons	Sex	Perceptions			
			A	U	D	T
Urban	Parents	F	410	289	42	741
		M	78	31	5	114
	Teachers	F	80	70	2	152
		M	12	10	1	23
Matheran	Parents	F	15	26	1	42
		M	2	3	2	7
	Teachers	F	2	2	2	6
		M	2	3	0	5

"Educated girls will be helpful in the village improvement programmes" was the last use stated.

In urban area, instead of village, the word 'locality' was used by the research fellows. About 55 per cent female respondents with a variation from 38 to 81 per cent in wards T and H(East), respectively, showed agreement to the statement. In case of male respondents the overall percentage of agreement is 68, with the minimum of 54 in ward T and the maximum of 95 in ward M(East). About 52 per cent of the teachers – both male and female agree to the statement.

In Matheran, about 36 per cent of female respondents and 29 per cent of male respondents agree to the use stated. Only 2 female teachers and 2 male teachers agree to it.

Again ward T has minimum percentage of agreeing females and males. This may be because of the fear of the owners of unauthorised slums who are Goondas.

It seems that in urban area in general girls education is perceived as useful in many walks of life. Only in the area, where the level of education is low, and occupationally the people are on lower status, the use is not perceived as in other areas. This discloses the fact that the social climate is also responsible in the continuance of girls

7.2 Gender Role Perceptions:

Twelve statements were presented to the sample. The statements were related to gender equality.

While interviewing the parents, teachers and girls on this question, the respondents used to get confused in facts and perceptions. The research fellows asked them to tell "What should be" and not "What it is". All the twelve statements on which the perceptions were asked are positive.

To compare the perceptions of parents, teachers, School going girls, dropout girls and girl who never enrolled in school, statement-wise data are presented below. The perceptions were recorded on a three point scale. A- Agree, U- undecided, D- Disagree.

7.2.1 Equal Education for Boys and Girls:

TABLE 7.2.1

EQUAL EDUCATION FOR BOYS AND GIRLS - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	829	161	8	998
	Dropout girls	114	12	3	129
	Non-entrant girls	7	7	1	15
	Parents	895	22	52	969
	Teachers	160	10	5	175
Matheran	School going girls	93	14	0	107
	Dropout girls	7	2	0	9
	Non-entrant girls	4	2	0	6
	Parents	38	4	7	49
	Teachers	6	3	2	11

Equal education for both boys and girls is agreed upon by 92 percent of the parents, 91 per cent of teachers in urban area. The percentages of agreeing parents and teachers in Matheran are 78 and 55 respectively.

In urban area the percentages of agreement are 83, 88 and 47 respectively for school going, dropout and never entrant girls.

In Matheran, percentages of agreeing school going dropout and non-entrant girls are 87, 78 and 66 respectively.

It is clear from the above table that parents and teachers are showing more agreement towards equal education for boys and girls than girls. The percentage of girls agreeing to the statement is least in case of non-entrants.

7.2.2 Same Duties and Responsibilities to Boys and Girls:

TABLE 7.2.2

SAME DUTIES AND RESPONSIBILITIES

TO BOYS AND GIRLS - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	711	270	17	998
	Dropout girls	97	22	10	129
	Non-entrant girls	4	10	1	15
	Parents	806	79	84	969
	Teachers	120	40	15	175
Matheran	School going girls	49	36	22	107
	Dropout girls	1	5	3	9
	Non-entrant girls	2	4	0	6
	Parents	18	8	23	49
	Teachers	6	3	2	11

In urban area, the percentages of school going girls, dropout girls and non-entrant girls who agree to the statement 'Same duties and responsibilities should be given to Boys and Girls' are 71, 75 and 26 respectively.

About 83 per cent of parents and 69 per cent of teachers in the urban area agree to it.

In Matheran, the percentages of school going, drop out and non-entrant girls agreeing to the statement are 46, 11 and 33 respectively. About 37 per cent of the parents and 53 per cent of the teachers agree to the statement.

In urban area the percentages of agreeing persons is more than Matheran. In this case also the percentages of non-entrant girls are less than the other categories. This also shows that the urban people have more broad outlook.

7.2.3 Same food for Boys and Girls:

TABLE 7.2.3

SAME FOOD FOR BOYS AND GIRLS PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	823	170	5	998
	Dropout girls	114	12	3	129
	Non-entrant girls	6	7	2	15
	Parents	935	15	19	969
	Teachers	162	10	3	175
Matheran	School going girls	87	19	1	107
	Dropout girls	8	1	0	9
	Non-entrant girls	3	3	0	6
	Parents	47	2	0	49
	Teachers	9	1	1	11

It is seen that the non-entrant girls have much less percentage of agreement - In urban area 40 and Matheran 50 with the statement. The parents in both areas have broader outlook than these girls. In may be possible that the girls may be brought up in such a way that they cannot think about any such things.

7.2.4 Health and Medical Care:

TABLE 7.2.4

SAME HEALTH AND MEDICAL CARE

FOR BOYS AND GIRLS - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	767	224	7	998
	Dropout girls	110	17	2	129
	Non-entrant girls	6	7	2	15
	Parents	919	28	22	969
	Teachers	170	4	1	175
Matheran	School going girls	77	25	5	107
	Dropout girls	6	3	0	9
	Non-entrant girls	3	3	0	6
	Parents	46	2	1	49
	Teachers	8	3	0	11

The percentage of agreement for this statement showed by the non-entrant girls in urban and Matheran area is given as low as 40 and 50.

Being the slum dweller girls, the health care is a neglected area in case of all. Medical care is available in both the areas free by local bodies. It is observed that the column 'undecided'- U - has more percentage than the column 'disagree'- D show that the girls cannot decide, means that they have never thought of such equality between girls and boys.

7.2.5 Freedom to Boys and Girls.

TABLE 7.2.5

SAME AMOUNT OF FREEDOM TO

BOYS AND GIRLS – PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	682	280	36	998
	Dropout girls	87	24	18	129
	Non-entrant girls	3	11	1	15
	Parents	737	81	151	969
	Teachers	130	20	25	175
Matheran	School going girls	37	44	26	107
	Dropout girls	2	5	2	9
	Non-entrant girls	3	3	0	6
	Parents	14	10	25	49
	Teachers	4	4	3	11

The parents and teachers in both urban and Matheran area show more percentage of disagreement for the statement – about 16 and 14 in urban area and 51 and 27 per cent in Matheran.

The percentage of undecided is more in girls of all categories.

The parents and teachers in Matheran are more against the equal freedom to be given to both boys and girls than urban counterparts. This shows that elders accept the equality for basic needs but the sex bias is observed in other areas.

7.2.6 Play Time:

TABLE 7.2.6

EQUAL TIME TO PLAY FOR BOYS AND GIRLS - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	790	190	18	998
	Dropout girls	99	21	9	129
	Non-entrant girls	5	9	1	15
	Parents	838	36	95	969
	Teachers	143	25	7	175
Matheran	School going girls	87	17	3	107
	Dropout girls	8	1	0	9
	Non-entrant girls	3	3	0	6
	Parents	42	4	3	49
	Teachers	5	6	0	11

Except the non-entrant girls from both urban area and Matheran and teachers in Matheran, the percentage of agreement in case of all others is more than 77.

The non-entrant girls may be working at home or wage-earners and they are very few. The peer group must be attending the school and hence these girls may not be able to think about equal time to play.

Only 45 per cent of the teachers in Matheran are agreeing to the statement. Being a hill station, the teachers may be thinking that girls playing with friends is not good as there are many outsiders visiting the place. It may be thought against the culture.

7.2.7 Performance of Tasks

TABLE 7.2.7

PERFORMANCE OF ALL TASKS EQUALLY WELL - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	683	288	27	998
	Dropout girls	89	23	17	129
	Non-entrant girls	3	11	1	15
	Parents	764	89	116	969
	Teachers	153	16	6	175
Matheran	School going girls	42	40	25	107
	Dropout girls	2	6	1	9
	Non-entrant girls	1	4	1	6
	Parents	17	12	20	49
	Teachers	4	4	3	11

In urban area, the percentages of agreeing school going, dropout and non-entrant girls are 68, 69 and 20 respectively. The percentages of such girls in Matheran are 31, 22 and 17 respectively. In case of parents and teachers in urban area and Matheran the percentages of agreement are 79, 87 and 35, 36.

It is revealed that urban sample shows more agreement to the equality than Matheran. The lowest percentages of agreement to the statement are that of non-entrant girls. Urban population has more opportunities to observe woman and girls working in all walks of life - hence have more positive perceptions about equal abilities.

7.2.8 Sex Stereotyped Roles:

A question was asked about teaching of basic skills of child-care, cooking, health and hygiene to both boys and girls. The perceptions of all groups are stated below.

TABLE 7.2.8

TEACHING OF SIMPLE SKILL OF CHILD-CARE, COOKING, HEALTH AND HYGIENE TO BOTH - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	656	263	79	998
	Dropout girls	79	21	29	129
	Non-entrant girls	1	10	4	15
	Parents	679	55	235	969
	Teachers	136	11	28	175
Matheran	School going girls	37	39	31	107
	Dropout girls	2	5	2	9
	Non-entrant girls	2	3	1	6
	Parents	13	5	31	49
	Teachers	6	3	2	11

The sex-role stereotyping is so deeply rooted that parents and teachers in urban area express negative perception - 24 per cent and 16 per cent to the statement. In Matheran about 63 per cent of the parents and 18 per cent of the teachers disagree to the teaching of basic skills in cooking, child-care, health and hygiene. The only group which has less percentage of disagreement is urban school going girls - only 8 per cent. In the nuclear families, it is necessary that males should learn these skills. But with changing family pattern, the social view are not keeping pace with.

7.2.9 Equal Abilities for Occupations:

The statement was related to adults in the society. The perceptions are in the table below.

TABLE 7.2.9

ALL OCCUPATIONS EQUALLY SUITABLE

FOR MEN AND WOMEN - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	638	239	21	998
	Dropout girls	86	26	17	129
	Non-entrant girls	3	10	2	15
	Parents	774	89	106	969
	Teachers	145	18	12	175
Matheran	School going girls	37	48	22	107
	Dropout girls	1	7	1	9
	Non-entrant girls	0	5	1	6
	Parents	15	9	25	49
	Teachers	4	6	1	11

The percentages of positive perceptions for occupational equality of non-entrants girls in urban area and Matheran are as low as 20 and 0. More than 80 per cent of the parents and teachers in urban area have positive perception. In general the perceptions of Matheran sample are less positive than urban counterpart.

In urban area, it is a common observation that females are working in all fields along with males. This experience might be responsible for the positive perceptions. In Matheran, being a hill station, there is no industry and offices. The place is so small that it is difficult to see females working with males in different fields. Thus the exposure is a factor which makes the views more clear bringing about gender equality.

7.2.10 Equal Wages:

The statement was applicable to both - Children and adults. Child-labour is against the law. But because of poverty and economic crises, children do work to earn wages. The perceptions of different groups are given in the following table.

TABLE 7.2.10

SAME WAGES FOR SAME WORK

TO MEN AND WOMEN - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	689	290	19	998
	Dropout girls	90	27	12	129
	Non-entrant girls	2	11	2	15
	Parents	801	84	84	969
	Teachers	160	14	1	175
Matheran	School going girls	40	44	23	107
	Dropout girls	0	7	2	9
	Non-entrant girls	3	3	0	6
	Parents	14	9	26	49
	Teachers	8	2	1	11

Only 2 girls out of 15 in urban area who have never attended the school show agreement to equal wages for males and females for the same work, but in Matheran 3 girls out of 6 say that equal wages should be given. Except this group, all others in Matheran have expressed less agreement to the statement than their counterparts in urban area. In urban area, the population is more exposed to mass media, the experiences are varied and wider, hence a change might have been observed.

7.2.11 Sharing of Responsibility:

It is observed that the household work is the responsibility of females is an accepted fact. Males are considered responsible for the economic matters and the long term decisions like marriage of daughters and sons, education etc. The perceptions were invited on sharing of equal responsibilities by males and females. Following table gives the analysis.

TABLE 7.2.11

SHOULDERING EQUAL RESPONSIBILITY

BY MEN AND WOMEN - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	672	301	25	998
	Dropout girls	92	26	11	129
	Non-entrant girls	2	11	2	15
	Parents	793	83	93	969
	Teachers	153	10	12	175
Matheran	School going girls	39	49	19	107
	Dropout girls	0	7	2	9
	Non-entrant girls	0	5	1	6
	Parents	15	8	26	49
	Teachers	4	5	2	11

It is clearly observed from the table entries, that the sample in urban area expresses more positive perceptions than the sample in Matheran as regards to shouldering of equal responsibility by males and females. This again can be attributed to the factor that urban people are more exposed to wider fields. They observe that females can shoulder all the responsibilities. Social ethos plays an important part in making the perceptions more positive.

7.2.12 Decision Taking:

In a male dominated society, it is presumed that the decision taking is only in the hands of males. To study the perceptions a statement was presented to the sample. The table below gives the data.

TABLE 7.2.12

DECISION TO BE TAKEN JOINTLY - PERCEPTIONS

Settlement	Persons	Perceptions			
		A	U	D	T
Urban	School going girls	688	292	18	998
	Dropout girls	100	23	6	129
	Non-entrant girls	2	11	2	15
	Parents	871	40	58	969
	Teachers	172	2	1	175
Matheran	School going girls	32	52	23	107
	Dropout girls	1	7	1	9
	Non-entrant girls	1	3	2	6
	Parents	25	6	18	49
	Teachers	9	1	1	11

In urban area, 90 per cent of the parents and 98 per cent of the teachers agree to the statement that all decisions should be taken jointly by husband and wife. But in Matheran, the percentages of parents and teachers agreeing to it are 51 and 81 only. The girls show more or less the same pattern. This again supports the conclusion that the experiences make the outlook wider and practical.

7.2.13 Gender Equality Scores:

To compare all the groups, Gender Equality Scores were calculated. The formula used to calculate Gender Equality Scores is as follows.

$$GES = \frac{\text{Total number of positive score}}{\text{number of respondents}}$$

A score of 1 is given to each of 'agree' frequency. Hence total number of frequencies for each statement in the column 'Agree' has the same as positive score for that particular statement. Adding the positive scores for all 12 statements together gave total number of positive scores. From that score GES for each group was calculated. Following table gives the values of GES for all groups.

TABLE 7.2.13

GENDER EQUALITY SCORES

Persons	Settlement	
	Urban	Matheran
School going girls	8.62	6.14
Drop-out girls	8.97	4.22
Non-entrant girls	2.93	4.17
Parents	10.13	6.20
Teachers	10.31	6.45

But the group size is so small, that it is difficult to infer from them.

The School going girls and dropout girls in urban area, have GES higher than the girls in Matheran.

Similarly, parents and teachers in urban area have a higher GES higher than those in Matheran.

In urban area, females are working in all the fields. There are many females who are in professions like doctors, advocates, engineers, teachers in higher education. In Government offices, Woman are working on higher posts.

Even a common man experiences the abilities of Women in all fields.

Matheran is a small place, surrounded by the ranges of Sahyadri. The only business is tourist business. The residents do not get the opportunity to observe Women working in different fields. This might be affecting the perceptions about gender equality.

7.3 Findings:

7.3.1 Utility of Girls Education:

1) More than 67 per cent of the teachers and more than 71 per cent of parents accept economic self-sufficiency as use of girls education. Urban parents' percentage is more than their Matheran counterpart.

2) No definite inference can be drawn regarding the statement "Educated girls avoid manual work".

3) 'Leisure time' is not a clear concept in Matheran. Even in urban unauthorised slum, the parents can not think of 'leisure time'.

4) No inference can be drawn regarding the educated girls having no belief in old customs as the statement is neither positive nor negative.

5) Importance of Education is accepted by all in girls becoming good house-wives.

6) Education helps the girl to get a good spouse is accepted by all.

7) No inference can be drawn regarding use of education in area improvement programme.

7.3.2 Gender Role Perceptions:

1) Equal education for boys and girls is accepted by more than 90 per cent of parents and teachers in urban area. In Matheran the percentage of teachers agreeing to the statement is little low - 55 per cent. These teachers may be thinking the formal education for girls is not necessary as they will not be working in white collar jobs.

Non-entrant girls have less percentage of agreement to the statement. They cannot decide upon the statement. These girls do not have any experience of the school, and hence they may not be able to decide about it.

2) A clear cut difference between the perception of urban and Matheran parents is seen as regards assigning the same duties and responsibilities to boys and girls. Parents in urban area show broader outlook as regards assigning same duties and responsibilities.

A clear difference is observed in the perceptions of girls. Girls in urban area show more agreement to the statement.

Not-entrant girls are confused with the statement also. Majority of them cannot decide upon their perceptions.

The people in urban area observe women working and taking responsibility in all fields, which might have made the perceptions more positive.

3) Boys and girls both need same food is accepted nearly by all the sample. But the girls - all three types - who cannot decide upon are more than parents and teachers.

4) Boys and girls need same health and medical care is accepted by parents and teachers more. In Bombay as well as Matheran, the free dispensaries and hospitals are available. A reasonably good medical help is available at Health posts in Bombay. Local women are working as Voluntary health workers at such Health

posts. This may be the reasons for positive perceptions.

The percentage of girls, who cannot decide is more than adults. The concept of health may not be clear to them.

5) Nearly 50 per cent of the parents in Matheran disagree to the statement 'Boys and Girls should get equal amount of freedom'. The percentage of parents and teachers who disagree or cannot decide upon is more than the previous statements. Even the percentages in girls who disagree or cannot decide upon are more than other statements.

Freedom might have been interpreted in different ways. It is an accepted fact that girls should be obedient and submissive. They should not question to elders. After marriage, the girl has to go to her in-laws home, which also affects the perceptions of parents regarding giving equal freedom.

6) Boys and Girls should get equal time to play is accepted by more than 77 per cent of the sample except non-entrant girls in both areas and teachers in Matheran.

The non-entrant girls are mostly working or helping mothers. They do not think about play as they have no time.

Matheran, being a hill station, is crowded by outsiders and tourists. Teachers may be thinking that girls playing with friends may be dangerous to them.

7) The urban sample - Parents, teachers and girls have higher percentage of agreement than their Matheran counterparts as regards performance of all tasks equally well by boys and girls both.

Urban population has more wider experiences than Matheran population. They see girls working outside, going to the market, going to ration shops to get the grains etc. This might have made them think that all tasks can be performed equally well by both sexes.

8) Teaching basic skills in child-care, cooking, health and hygiene to both boys and girls is not accepted by many people yet. These are the responsibilities of females is thought by nearly all.

In urban area, because of the changing pattern of families and increase in the number of working women, the male members are compelled to share these responsibilities. This may be the reason why the percentage of parents having positive perceptions is more in urban area than in Matheran.

9) The urban sample shows more positive perceptions than the Matheran sample as regards the statement 'All occupations are equally suitable for men and women'.

Urban sample has exposure to wider range of experiences observing women as not only teachers but doctors, engineers, officers, teachers in higher education field and so on. This might have been made their perceptions more positive.

10) "Men and Women should be paid equal wages for the same work" is accepted more by urban sample. But Matheran, parents show more disagreement to it. In male dominated society, women are always looked down upon. Similarly economic responsibilities is more on the shoulders of male members is a deep rooted thought. This might have the effect on the perception of Matheran sample.

11) Matheran sample shows less agreement than urban sample to the sample 'Men and women should shoulder equal responsibility'.

As stated earlier, urban sample is exposed to wider range of experiences. The social ethos plays an important role in making the perceptions more positive.

12) Taking decisions jointly by husband and wife is also showing difference in perceptions of urban and Matheran sample.

13) From all the gender equality statements, it can be concluded that regarding basic needs, there is not much differentiation. But when the question of division of labour, responsibility sharing, decision

making comes in, sex-stereotyping is observed. Certain jobs are thought of females' responsibility. Urban sample shows more broad outlook than Matheran sample. This may be attributed to the wider range experiences and social ethos.

7.3.3 Gender Equality Scores (GES):

1) The value of GES in case of urban parents and teachers is more than their Matheran counterparts. This shows that gender equality is accepted by urban sample more than the Matheran sample.
2) Non-entrant girls in urban area have the least value for GES. These girls cannot decide upon their perception about gender equality many a times. The other two categories of girls have the GES value more than these girls. This indicates that exposure makes their perceptions more positive.
3) School going girls in Matheran have the value of GES nearly equal to parents and teachers. But the non-entrants and dropouts have less value of GES. This again supports the hypothesis that exposure makes the views about gender equality more positive.
4) It can be concluded that experiences, exposure to mass media, social ethos are the factors which are responsible for the perceptions of people about gender equality.

CHAPTER VIII

FACTORS FOR CONTINUANCE AND DISCONTINUANCE OF GIRLS IN ELEMENTARY SCHOOLS

Most of the children are dependent on their parents till the age of 16+ years. After that they can get apprenticeship in industries. In case of girls, the age at marriage should be at least 18 year by law. In urban areas, particularly Bombay, child marriage is not a common feature. Hence we find very few non-entrant girls and a few drop-out girls. As seen earlier, the drop-out rate is more after grade VII or age 12+ years. This is the limit of primary education in Maharashtra today.

It is necessary to study whether parental education, occupation, family income, size of family, parental educational and occupational aspirations for the children are related to continuance of girls in elementary schooling.

To study the parental education, occupation, family size and income factors, 'Involvement Rate of girls' was calculated for each ward in Bombay and Matheran. Similarly the same was calculated for all wards of Bombay together by using the following formula.

$$\text{Involvement Rate} = \frac{\text{Number of School going girls}}{\text{Total number of girls}} * 100$$

The analysis of the data is given below.

8.1 Involvement Rate of Girls':

8.1.1 Involvement Rate of Girls' and Father's Education:

For different levels of father's education, number of school going girls and total number of girls were counted and the involvement rate was calculated. Following table gives the data analysed.

TABLE 8.1.1

INVOLVEMENT RATE OF GIRLS

FOR DIFFERENT LEVELS OF FATHER'S EDUCATION

Level of education	Urban Bombay			Matheran		
	No. of Girls	No. of school going Girls	Involvement rate	No. of girls	No. of school going Girls	Involvement rate
Illiterate	215	176	81.86	12	12	100
Primary	484	461	95.25	52	48	92.31
Secondary	515	498	96.70	29	29	100
Higher Secondary	47	46	97.87	3	3	100
Graduate	17	16	94.12			

It is clear from the above table, that in urban area, the involvement rate increases with the higher and higher level of father's education. Only for graduate father's the involvement rate decreases. Referring to the ward-wise analysis, it is observed that in ward M (West) the involvement rate is 80.00 and in other 5 wards it is 100. Two wards do not have graduate fathers. Ward M (West) is a mixed population of all castes and religions. It is possible that in certain castes, early marriage of girls may be a custom, or in some castes, for educated girl, it is difficult to get an educated husband, or the dowry problem, the girls are deprived of education.

In Matheran the involvement rate in case of primary education level fathers is less than other categories. In Matheran, the schools are in the central point and the houses are far away from the main central part. It may be possible that the girls after passing Std. VII, did not go to high school.

Higher level of father's education has positive effect on the involvement rate of girls.

8.1.2 Involvement Rate of Girls and Mother's Education:

TABLE 8.1.2

INVOLVEMENT RATE OF GIRLS FOR DIFFERENT LEVELS OF MOTHER'S EDUCATION

Level of education	Urban Bombay			Matheran		
	No. of Girls	No. of school going Girls	Involvement rate	No. of girls	No. of school going Girls	Involvement rate
Illiterate	536	475	88.62	36	35	97.22
Primary	601	585	97.34	46	43	93.48
Secondary	177	171	96.61	13	13	100.00
Higher Secondary	9	9	100.00	2	2	100.00

In case of urban sample, the involvement rate steadily increases with the increase in the level of mother's education. There is a slight decrease from the primary level to secondary level. But basically the sample sizes are so different that a difference of 0.73 in involvement rate is negligible.

If ward-wise analysis is referred, it is seen that ward L and M (East) have involvement rate 92.3 and 82.2 respectively, which is lower than the same for primary educated mothers in both the wards. Ward L is dominated by scheduled caste and Neo Buddhists. If the girl is educated, it becomes difficult to get a suitable husband in these communities.

Ward M (East) is Muslim dominated ward. Purdah system is still observed in some houses and this may be the reason for girls leaving the school or non-enrolment.

In Matheran, like father's education, the involvement rate decreases at primary level. The reason may be the same as stated in case of Father's education.

The continuance of the girls in schooling is directly related to the educational level of parents. But it is not the only factor. Social customs, social environment are also responsible for it.

8.1.3 Involvement Rate of Girls and Father's Occupation:

Father's occupation was classified in four broad categories as stated in the Chapter on Household Schedule. Most of the fathers are in occupation of Class IV and equivalent. There was nobody in Class I and equivalent, as they were all slum-dwellers. Following table gives the involvement rate of girls for father's occupation.

TABLE 8.1.3

INVOLVEMENT RATE OF GIRLS AND FATHER'S OCCUPATION

Occupation	Urban Bombay			Matheran		
	No. of Girls	No. of school going Girls	Involvement rate	No. of girls	No. of school going Girls	Involvement rate
Class I & equivalent	-	-	-	-	-	-
Class II & equivalent	19	19	100	-	-	-
Class III & equivalent	259	249	96.14	64	61	95.32
Class IV & equivalent	967	899	92.97	32	31	96.88
Unemployed	27	23	85.19			

It is obvious from the table above, that as the occupation of the father is of higher level, the involvement rate becomes higher in urban area. For class II and equivalent occupations, the rate is 100, that is, all the girls are attending the school. Some of the fathers are unemployed and the involvement is the lowest.

In Matheran, the involvement rate for class IV and equivalent occupations is more than class III and equivalent occupations of fathers. The class IV may be the servants in the hotels, who stay in the central place, and the girls can attend the school. But the sample is small and no inference can be drawn from it.

8.1.4 Involvement Rate of Girls and Mother's occupation:

As the sample is drawn from the slum-dwellers and the educational level of the mothers is also not very high - upto Higher Secondary in few cases - and many of them are housewives, there is nobody in class II and equivalent occupation. Following table gives the analysis.

TABLE 8.1.4

INVOLVEMENT RATE OF GIRLS AND

MOTHER'S OCCUPATION

Occupation	Urban Bombay			Matheran		
	No. of Girls	No. of school going Girls	Involvement rate	No. of girls	No. of school going Girls	Involvement rate
Class I & equivalent	-	-	-	-	-	-
Class II & equivalent	-	-	-	-	-	-
Class III & equivalent	16	16	100.00	7	7	100
Class IV & equivalent	300	260	86.67	12	12	100
Housewife	1016	957	94.19	80	76	95.00

In involvement rate of girls whose mothers are housewives in more than the girls whose mothers are working in class IV and equivalent category.

Class IV and equivalent occupations are unskilled workers, housemaids, daily wage earners, etc. Naturally, if the mother is working, there must be somebody to look after the house, doing cooking, sweeping, washing, and child-care. In that case, the elder girls has to leave the school.

In Matheran the lowest rate of involvement is in case of girls whose mothers are not working. These girls usually help in the household work or they are busy collecting fuel, fetching water or helping father in their occupation.

If the mother understands the importance of education, it becomes a factor for continuance of girls in schooling.

It is clear from the tables 8.1.3 and 8.1.4 above, that still the economic responsibility is shouldered more by males than females. Hence higher the level of occupation of father or mother, higher in the involvement rate. But in case of unemployed fathers it is the least, whereas in case of unemployed mothers it is not the least.

8.1.5 Involvement Rate of Girls and Per Capita Per Month Income of the Family:

If the family income is considered in isolation , it may not give the clear picture. Hence the total income from all sources of the family per month was calculated and from that considering the number of family members, per capita per month income was calculated. Following table gives the information.

TABLE 8.1.5

INVOLVEMENT RATE OF GIRLS AND

PER CAPITA, PER MONTH INCOME

Income	Urban Bombay			Matheran		
	No. of Girls	No. of school going Girls	Involvement rate	No. of girls	No. of school going Girls	Involvement rate
<= 100	96	87	90.63	-	-	-
101 - 200	385	352	91.43	30	28	93.33
201 - 300	494	449	90.89	46	44	95.65
301 - 400	218	211	96.79	16	16	100
401 - 500	110	102	92.73	6	6	100
>500	78	76	97.44	1	1	100

In Matheran a fixed pattern is observed, as the income increases, the involvement rate increases, reaching to 100 when income is more than Rs.300 per month per person.

It can be concluded that income is directly rolated to involvement rate positively.

In urban area no such fixed pattern is observed. It was necessary to study the ward-wise pattern. Following table gives the values for all wards separately.

TABLE 8.1.5(a)

WARD-WISE INVOLVEMENT RATE OF GIRLS AND PER CAPITA PER MONTH INCOME

Ward	Income in Rs.					
	<100	101-200	201-300	301-400	401-500	>500
D	90.9	100	100	100	100	100
F(S)	100	100	98.2	100	100	100
G(S)	100	95.1	92.9	94.4	100	100
H(E)	100	100	98.7	100	100	66.7
L	100	88.4	93.2	92.6	100	100
M(E)	100	83.7	82.9	100	78.6	100
M(W)	100	96.5	95.7	100	100	95.6
P	72.7	95.6	79.2	90	100	100
T	66.7	62.5	64.4	80	66	-

Ward D has a mixed locality - sky scrapers and slums both. It is at the heart of the city with schools and colleges close by. The girls in slums observe the higher middle class, and upper class girls. The mothers, working as housemaids also observe the comforts educated people get. Girls accompany their mothers many times to help them in work as housemaids. This has clear effect on the involvement rate, only in houses where the income is very low the involvement rate is less.

In ward F(South), the involvement rate for income group Rs.201-300 is less. In remaining categories it is 100. Most of the people are mill-workers. Due to strike in 1981 - which is still continuing officially - many girls left school and started working. Because of girls working, the income increased, but the involvement rate decreased.

In 1991 June because of postponed general elections due to sudden demise of Prime Minister Rajeev Gandhi, the Municipal Corporation of Greater Bombay primary schools started one week late. The teachers were assigned the work of collecting information about non-entrants and enrolling them in school. Because of the drive, the younger unemployed children joined the school, making the involvement rate 100.

Ward G(South) is also workers dominated area. Near this area are high rise buildings. The girls get a job of a housemaid, which increases the income level but lowers the involvement rate. Same is true in more or less in other wards like H(East), L and M(West). Surprisingly H(East) ward the highest income group has the lowest involvement rate. This ward has a population migrated from Uttar Pradesh. Child marriage is common in Uttar Pradesh lower castes. If the income is good, there is no problem of dowry and the girls leave the school because of marriage.

M (East) is Muslim dominated area. The males in many households are working in Gulf-countries, getting fabulous salaries. The income becomes more but the social customs are the barriers in girls education.

Ward P location is also surrounded by many housing complexes. The girls get the job as housemaid easily, which increases the per capita per month income, but decreases involvement rate of girls in school. But it is true upto a certain limit. If the parents are getting sufficient wages, the involvement rate increases reaching 100.

One of the ward T location an unauthorised slum. The involvement rate is much less as compare to other locations and wards. The parents are daily-wage earners, unskilled workers and the elder girls share the responsibility of looking after household work in the absence of mother. In the other location the main occupation is making 'Papad', and the involvement rate is more, because girls can make them in their spare time.

It can be concluded that if the girl is exposed to a better life style of educated people, they continue to go to school. But if they are working in factories or looking after the household work, they may discontinue.

8.1.6 Involvement Rate of Girls and Family Size:

A family with members upto 5 can be considered as a normal nuclear family, with father, mother and three children. Larger than this size may be extended family with Grand-Parents of children or families with more than 3 children. As seen in the chapter on household, most of the families have at the most two room. Number of family member and the space available are in reciprocal proportion. Tables below gives information about the size of the family and involvement rate of girls.

TABLE 8.1.6

INVOLVEMENT RATE OF GIRLS AND

FAMILY SIZE

No. of family members	Urban Bombay			Matheran		
	No. of Girls	No. of school going Girls	Involvement rate	No. of girls	No. of school going Girls	Involvement rate
2	6	5	83.33	-	-	-
3	23	20	86.96	1	1	100
4	143	135	94.41	8	8	100
5	385	369	95.84	37	36	97.30
6	409	382	93.40	23	23	100
7	237	212	89.45	23	20	86.96
8	88	88	100.00	4	4	100.00
>=9	52	45	86.54	1	1	100.00

In urban area, the involvement rate increases with the increase in the family size upto 5, and then it decreases upto the family size 7. In a family as large as 9 or more members, it again decreases further. The exception is a family of eight members with involvement rate 100.

Upto 5 members, it is usually a family of mother, father and three children. In a small family of 2 or 3 members, either father or the mother is not a member. In such cases, either the girl has to work outside to earn money or to look after the house. But when both the parents are in the family, the involvement rate increases.

In a family of 6 or 7 members, it is possible that because of more children, the elder girls becomes out-of school girl, hence the decrease in involvement rate. It is difficult to explain the involvement rate of 100 with a family size of 8 members.

In Matheran also, when the family size is 7, the involvement rate decreases. It is difficult to infer about the relationship between involvement rate and family size. But it is possible that if the number of children are more, the involvement rate is less.

As stated earlier, the houses are so small that the workers working in shift duties, do not find any privacy when the children are at home.

While interviewing the parents, some of them mentioned that when children are in school, they get the calm and quite place to rest as well as some privacy. Like food, clothes and shelter, sex is the basic need of human beings. Besides, that is the entertainment for these people. The adverse conditions, in some cases at least, are the factors for continuance of girls in schooling.

8.2 Educational Aspirations of Parents for Children and Girls

Educational Aspirations:

Along with the occupation and education of parents, the aspirations play an important part in continuance or discontinuance of girls in elementary schooling.

8.2.1 Parents in Urban Area:

Educational aspirations of parents for girls and boys with school going girls only are compared with those of parents with out-of-school girls. The table below gives the aspirations of parents in urban area.

TABLE 8.2.1

EDUCATIONAL ASPIRATIONS FOR CHILDREN

PARENTAL PERCEPTIONS - URBAN

S.No	Educational Aspiration		Parents with School going girls		Parents with out-of-School girls	
			Girls	Boys	Girls	Boys
1	Primary	f %	11 1.5	3 0.4	4 1.7	2 0.8
2	Secondary	f %	68 9.3	26 3.6	18 7.7	13 5.4
3	Higher Secondary	f %	49 6.7	31 4.3	9 3.8	11 4.6
4	Degree/ Diploma	f %	88 12.0	110 15.1	18 7.7	29 12.0
5	P.Graduate	f %	14 1.9	15 2.1	4 1.7	9 3.7
6	Child's wish	f %	427 58.1	428 58.8	101 43.2	105 43.6
7	Education not necessary	f %	6 0.8	8 1.1	15 6.4	19 7.9
8	N.A.	f %	72 9.8	107 14.7	65 27.8	53 22.0
T	Total	f %	735 100.1	728 100.1	234 100.0	241 100.0

Looking at the aspirations for boys and girls of parents having school going girls, it is clearly seen that for boys, they have higher aspirations than the girls. The percentage for boys for degree or Post graduate education is more than girls. This indicates that boys get preference over girls. The trend is observed in both the parents - parents with school going girls and parents with out-of-school girls.

If the aspirations regarding girls education of parents with school going girls and out of school girls are compared, it is seen that the aspirations for girls education of parents with out-of-school going girls are lower than the parents with school going girls. Even the percentage of not giving any answer is more in case of parents with out-of-school girls.

It is clear that the higher aspirations of the girls of parents is a factor for continuance of girls in schooling.

8.2.2 Parents in Matheran:

To study the Matheran sample, the data were analysed in the same fashion. Following table gives information about Matheran sample.

TABLE 8.2.2

EDUCATIONAL ASPIRATIONS FOR CHILDREN

PARENTAL PERCEPTIONS - MATHERAN

S.No	Educational Aspiration		Parents with School going girls		Parents with out-of-School girls	
			Girls	Boys	Girls	Boys
1	Primary	f %				
2	Secondary	f %	18 40	17 37.8	1 25	1 25
3	Higher Secondary	f %		4 8.9		
4	Degree/ Diploma	f %	1 2.2	1 2.2		
5	P.Graduate	f %	3 6.7	2 4.4		
6	Child's wish	f %	13 28.9	14 31.1		
7	Education not necessary	f %			1 25	1 25
8	N.A.	f %	10 22.2	7 15.6	2 50	2 50
T	Total	f %	45 100.0	45 100.0	4 100	4 100

In Matheran, the highest aspiration for both boys and girls perceived by School going girls' parents is Secondary education. Higher Secondary is only for boys and not for girls; Child's wish is more in boys and no answer given is more in case of girls. This also indicates the preference for boys. In Matheran, there is no facility for Higher education, and it may be the reason why for girls Secondary education is the highest aspiration.

As there are very few out of school girls' parents, the data can not be compared with other categories aspirations. But out of 4, two parents did not answer.

In urban area, the aspirations are not concentrated at a particular point but are spread along.

Availability of educational facilities in nearby vicinity is also a factor for continuance of girls in schooling.

8.2.3 Girls Perceptions and Parental Perception:

Parental perceptions can be compared with the girls perceptions. Following table gives the information about the same. Parental perceptions are of parents with school going girls only.

TABLE 8.2.3

EDUCATIONAL ASPIRATIONS FOR GIRLS AND PARENTAL PERCEPTIONS

S.No	Educational Aspiration		Urban area		Matheran	
			Parents	Girls	Parents	Girls
1	Primary	f	11	11	0	0
		%	1.5	1.1	0	0
2	Secondary	f	68	39	18	2
		%	9.3	3.9	40	1.9
3	Higher Secondary	f	49	243	0	48
		%	6.7	24.4	0	44.9
4	Degree/ Diploma	f	88	230	1	16
		%	12.0	23.0	2.2	14.9
5	P.Graduate	f	14	287	3	25
		%	1.9	28.8	6.7	23.3
6	Child's wish	f	427	86	13	4
		%	58.1	8.6	28.9	3.7
7	Education not necessary	f	6	76	0	10
		%	0.8	7.6	0	9.4
8	N.A.	f	72	26	10	2
		%	9.8	2.6	22.2	1.9
T	Total	f	735	998	45	
		%	100.1	100.0	100.00	100

In urban area, majority of girls aspiring for Higher Secondary and more. Even the percentage for aspiration for Post graduate education is substantially more than percentage of parental aspiration for the same. At the same time the girls saying education is not necessary are also about 8 per cent. This may be potential drop outs.

In Matheran also, same pattern is seen. But higher percentage in urban area is for Post graduate, while in Matheran it is for Higher Secondary.

This shows that girls aspire higher than the aspirations of their parents.

If the educational facilities are available, the girls aspire higher and higher and it may be the factor for continuance of girls in schooling.

8.3 Occupational Aspirations - Parental Perceptions and Girls Perceptions:

Occupational aspirations depend on the level of education the children achieve. If the parental perceptions for occupational aspirations are high, it is likely that they encourage their children to continue education. The occupational aspiration of parents with School going girls and parents with out-of-school girls are given in the following tables.

TABLE 8.3.1

OCCUPATIONAL ASPIRATIONS FOR CHILDREN

PARENTAL PERCEPTIONS - URBAN

Sr. No.	Occupational Aspiration	Parents with School going Girls		Parents with out-of-school Girls	
		Girls	Boys	Girls	Boys
1	Doctor	71	74	18	18
2	Engineer	7	59	1	22
3	Advocate	5	12	2	3
4	Teacher	126	23	25	6
5	Nurse	41	0	7	0
6	Govt. Servant	162	226	36	72
7	Police officer	9	30	4	11
8	Politician	1	2	1	1
9	Businessman	6	20	1	8
10	House-wife	85	7	52	1
11	Sewing-embroidery	2	3	4	0
12	Beautician	1	0	0	0
13	Mechanic	0	0	0	1
14	Any job	91	112	34	49
15	Fishing	8	8	0	1
16	Child's wish	14	16	7	6
17	Fate	2	2	1	0
18	Any other	2	0	0	0
19	N.A.	112	151	30	24
Total		745	745	223	223

It is clear from the table above, that parents show highest preference to Government Service for both boys and girls, still the percentages for boys by both type of parents are more than for girls.

In case of parents with School going girls, the next preference is for teaching job, followed by any job. Nursing also has preference. The percentage of parents having perceptions for housewife is also comparable.

In case of parents with out-of-school girls, the preference for girls to become housewife is more.

All parents show considerable inclination to doctor as occupation. Even the parents with out-of-school girls give this aspiration for boys and girls both. This may be because doctor is respected by all people and according to general people, a doctor earns fabulously.

Engineering, Business, Police services are preferred for boys, and Teaching and Nursing professions are preferred for girls. This indicates the role-stereotyped occupational aspirations, discriminating clearly between boys and girls.

It is also observed, that jobs are aspired more than self-employment. The reason may be that there is a fixed monthly income, more so guaranteed in Government service.

In urban area, through role stereotyping is observed, it is also seen that parents want their children to take up jobs. This may be a factor for continuance of girls in schooling.

8.3.2 Parents in Matheran:

TABLE 8.3.2

OCCUPATIONAL ASPIRATIONS FOR CHILDREN

PARENTAL PERCEPTIONS - MATHERAN

Sr. No.	Occupational Aspiration	Parental with School going Girls		Parents with out-of-school Girls	
		Girls	Boys	Girls	Boys
1	Doctor	1	0		1
2	Engineer	0	1		
3	Advocate	0			
4	Teacher	2		2	1
5	Nurse	2			
6	Govt. Servant	18	19	1	2
7	Police officer				
8	Politician				
9	Businessman		8		
10	House-wife	13		1	
11	Sewing-embroidery				
12	Beautician				
13	Mechanic				
14	Any job	9	14		
15	Fishing				
16	Child's wish				
17	Fate				
18	Any other				
19	N.A.		3		
Total		45	45	4	4

In Matheran also, Government Service is the most aspired occupation for both boys and girls. In case of School going girls' parents, housewife gets the next preference.

Self employment is thought in case of only boys, but doing any regular earning job is preferred for both.

The number of parents with out-of-school girl is so small, that the aspirations can not be considered as valid.

Like urban area, it is observed that the occupations which have a fixed monthly income are preferred for both boys and girls. To get a job, education becomes prerequisite, and this may be the factor for continuance of girls in schooling.

8.3.3 Girls' Perceptions and Parental Perceptions:

To see whether there is any relationship between the parental perceptions and School going girls perceptions regarding occupation, following table is prepared. It gives the comparative picture of urban and Matheran, both locations.

TABLE 8.3.3

OCCUPATIONAL ASPIRATIONS :

GIRLS' AND PARENTAL PERCEPTIONS

Sr. No.	Occupational Aspiration	Urban		Matheran	
		Parents	Girls	Parents	Girls
1	Doctor	71	177	1	25
2	Engineer	7	11	0	0
3	Advocate	5	16	0	4
4	Teacher	126	195	2	17
5	Nurse	41	74	2	3
6	Govt. Servant	162	8	18	1
7	Police officer	9	46	0	4
8	Politician	1	0	0	0
9	Businessman	6	1	0	0
10	House-wife	85	18	13	1
11	Sewing-Embroidery	2	16	0	4
12	Beautician	1	2	0	0
13	Mechanic	0	0	0	0
14	Any job	91	111	9	30
15	Fishing	8	0	0	0
16	Child's wish	14	0	0	0
17	Fate	2	0	0	0
18	Any other	2	0	0	0
19	N.A.	112	323	0	18
	Total	745	998	45	107

It is clear from the table that the percentage of girls who could not answer is more than the parents. In urban area, doctor is the most preferred occupation by girls. Even in Matheran, the picture is somewhat the same.

Very few girls aspire to be housewife. Instead of government service, the girls prefer to be Police officers, teachers and nurses. It is clear that like parents, girls also want an occupation in which there is some fixed income per month and some dignity.

In general, the perceptions of girls about occupational aspirations are higher than their parents. This awareness may be a factor for continuance of girls in schooling.

8.4 Findings:

8.4.1 Involvement Rate of Girls:

1) Involvement rate of girls increases with the level of education of father, it means fathers' education is a determining factor for continuance of girls in schooling.
2) Mother's education level and involvement rate of girls are directly related to each other. Higher the level of education of mothers, higher the involvement rate of girls.

3) Involvement rate increases with the occupational hierarchy of fathers.

4) In case of mother's occupations, if the mothers are unskilled labourers, housemaids, daily-wage-earners, the involvement rate is less. If the mother is a housewife, the rate increases, the reason may be the girl is not burdened by household work.

5) Involvement rate increases with increase in the per capita per month income.

6) Upto the 5 member family, the involvement rate increases, but if the family size goes upto 6 or 7, the rate decreases. This may be because the elder daughter has to leave the school and involvement rate goes down.

8.3.2 Educational Aspirations:

1) Parents show a tendency of higher aspirations for the boys as compare to girls.

2) The aspirations of girls are higher than the parents.

3) Educational aspirations depend on the facilities available in nearby area.

8.3.3 Occupational Aspirations:

1) Parents prefer the occupation in which fixed monthly income is assured.

2) Role - stereotyping is revealed in parental perceptions.

3) Girls prefer Doctor as occupation because it has a dignity and respect according to them.

4) Police officer is also preferred by girls. This may be the impact of T.V. serials or news in newspapers.

8.4 General Findings:

1) Educational level of parents is a factor for continuance and discontinuance of girls.
2) Occupation of parents is also responsible for continuance of girls in schooling.
3) Economic conditions determine the continuance of girls in education.
4) Family size also affects the continuance of girls in schooling.
5) Educational facilities in nearby area help the girls in continuing education.

6) Basic amenities are available to nearly all the households, except toilets, which are mostly common.

7) Girls are not overburdened.

8) Number of females are more than number of males in the selected sample of households.

9) Educational aspirations for boys are higher than girls.

10) Role-stereotyping is fixed in the minds of sample.

11) Working girl is accepted as a regular feature.

12) Comparative study of wards reveals that the social climate is the factor responsible for the perceptions of parents.

13) Gender equality is accepted in certain cases, but still the responsible person is male only.

14) The educational aspirations and occupational aspirations are supplementary to each other.

15) The school-going girls are more bold and open minded than drop outs and girls who never attended the

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CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

Following conclusions can be drawn from the data collected and analysed.

1) The society is still male dominated. Only in a house, where the male member is dead or out of town, a female heads the family.

2) The earning member is still a male. Female's earnings are considered as subsidiary.

3) The economic condition of slum-dwellers is not as pitiable as thought. Most of them have the per capita per month income more than Rs. 200.

4) Household work is the responsibility of adult females and girls, when the question of money is involved, like marketing, taking decision about investments and savings.

5) Most of the sample households own the house. At the beginning it is an encroachment on government or private land, regularised by political pressure, and the house is owned by the encroacher and his generations.

6) Basic amenities are available to nearly all the households, except toilets, which are mostly common.

7) Girls are not overburdened.

8) Number of females are more than number of males in the selected sample of households.

9) Educational aspirations for boys are higher than girls.

10) Role-stereotyping is fixed in the minds of sample.

11) Working girl is accepted as a regular feature.

12) Comparative study of wards reveals that the social climate is the factor responsible for the perceptions of parents.

13) Gender equality is accepted in certain cases, but still the responsible person is male only.

14) The educational aspirations and occupational aspirations are supplementary to each other.

15) The school-going girls are more bold and open minded than drop outs and girls who never attended the school.

16) According to girls no discrimination between boys and is done except in giving opportunity to activities.

17) One of the reasons of drop outs is no help at home in studies.

18) Economic condition compels the girls to drop out.

19) Even drop out girls are not overburdened by household work.

20) Drop out rate is more after the age of puberty.

21) Ward wise study reveals that the social climate affects the views of parents which further affects the views of girls.

22) Child marriage is not a real problem related to wastage.

23) School facilities are sufficient in all the localities.

24) Health is not a problem related to drop outs.

25) The factors for continuance of girls are observed as follows:

- i) The social interaction.
- ii) Education of parents.
- iii) Exposure to wide experiences.
- iv) Social emotional climate of the locality.

Recommendations:

As it was observed that in rural area, caste, religion, mother-tongue are not related much to continuance and discontinuance of education. Rather the girls from localities, where they get more exposure continue or aspire to continue in education, want to be occupationally on higher status.

Taking into consideration the factors found responsible for continuance following recommendations are made.

1) A programme for parental education is to be organised. The details can be formulated by considering the local requirements.

2) Students can be sent to stay with the educated families for some days. The programme can be taken up with the help of certain social organizations.

3) Social organization may be given to arrange the camps in which children from all strata of the society are put together.

4) Programmes to improve household environment to be taken up.

5) Involvement of household with schools is highly essential.

6) Case studies of high achievers and low achievers are to be taken up by the teachers as part of their job.

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APPENDIX A

TOOLS

DISTRICT/BLOCK SCHEDULE

GS-1

(Please indicate source and year of reference)

1. Geographic location
2. Number of development blocks/taluks/tehsils/villages
3. Area and population by sex, rural, urban SC and ST

(i) Total population

(ii) Density per sq km

(iii) Percentage of rural population

(iv) Percentage of Scheduled Castes

(v) Percentage of Scheduled Tribes

(vi) Population by major religions

(vii) Population by major language spoken

4. Physical features and climate Land form, rivers, temperature, rainfall etc

5. Flora and Fauna

6. Forest cover and characteristics

7. Agriculture & animal husbandry

8 Mineral resources

9. Industries

10. Historical and other distinctive features

11 Demographic features

(i) Number of inhabited villages by size of population

S.No	Name of block/ward	Number of villages/localities with population					
		<200	201-499	500-999	1000-1999	2000-4999	>5000
1	2	3	4	5	6	7	8

(ii) Population by broad age group, castes, rural and urban areas

Category	Age group					
	0 — 4	5 — 9	10 — 14	15 — 19	20 and above	All age groups
1	2	3	4	5	6	7
All Communities						
Female						
Rural						
Urban						
Male						
Rural						
Urban						
Total						
Rural						
Urban						
Scheduled Castes						
Female						
Rural						
Urban						
Male						
Rural						
Urban						
Total						
Rural						
Urban						
Scheduled Tribes						
Female						
Rural						
Urban						
Male						
Rural						
Urban						
Total						
Rural						
Urban						

(iii) Vital statistics etc

S No.	Item	Rural	Urban	Total
1	2	3	4	5
(a)	Crude birth rate			
(b)	Crude death rate			
(c)	Decennial population variation 1981-1991			
(d)	Sex ratio			
(e)	Total fertility rate			
(f)	Mean age at marriage			
	Female			
	Male			
(g)	Percentage married females in age group			
	10-14 years			
	15-19 years			
(h)	Couple Protection rate			
(i)	Infant mortality rate			
	Female			
	Male			
(j)	Child mortality rate			
	Female			
	Male			
(k)	Female child deaths by age two			
(l)	Excess of female child deaths over male child deaths by age five			
(m)	Age specific death rates			
	Male			
	Female			
(n)	Maternal mortality rate			
(o)	Percentage of births attended by trained medical personnel			
(p)	D.P.T. coverage			
(q)	Applied nutrition programme			

12. **Economic characteristics**

(i) Major economic activities with special reference to women and girls - e g., agricultural, forestry, fishing, horticulture, pisciculture, industries (including small scale and cottage industries)

(ii) Percentage of main and marginal workers by sex and rural urban areas

S. No	Category	Female		Male	
		Rural	Urban	Rural	Urban
1	2	3	4	5	6
	Main workers Marginal workers				

(iii) Distribution of workers by major occupations

S.No.	Activity	Number of Main Workers					
		Female total female workers	% of	Male total male workers	% of	Total workers	% of total
1	2	3	4	5	6	7	8
(a)	Cultivators						
(b)	Agricultural labourers						
(c)	Livestock and forestry etc.						
(d)	Mining and quarrying						
(e)	Manufacturing						
	— Household industry						
	— Others						
(f)	Construction						
(g)	Transport, storage and communication						
(h)	Trade and commerce						
(i)	Other services						
	Total						

(iv) Percentage of child labour by sex, rural and urban areas

S. No.	Sex	Total population		Working population		Percentage of workers	
		Rural	Urban	Rural	Urban	Rural	Urban
1	2	3	4	5	6	7	8
(a)	Girls						
(b)	Boys						

(v) Women's employment in public sector as percentage to total employment in public sector ____________

(vi) Women's employment in private sector as percentage to total employment in private sector ____________

13. Number of women headed households

14 Administrative features

(i) Administrative set-up in relation to women and development

(ii) Local self government and women

(iii) Non-governmental organizations concerned with women's education and development in the District

(iv) Women's development agencies/co-operatives

(v) Administrative set up for education

15. Names of leading women

Judges

Administrators

Member of Legislative Assembly

Any other (specify)

Educationists ____________

Member of Parliament ____________

Social workers ____________

____

16 Educational status

(i) Number of educational institutions

S.No	Educational Level	Rural	Urban	Total
1	2	3	4	5
(a)	Pre-primary			
(b)	Primary			
(c)	Middle			
(d)	Secondary			
(e)	Higher secondary			
(f)	Vocational training centres			
(g)	Non-formal education centres			
(h)	Arts and science degree			
(i)	Arts and science post-graduate degree			
(j)	Teacher training			
(k)	Other professional courses			
	Total			

(ii) Number of habitations served by schools

S. No.	Educational level	Number of habitations having schools			
		Within habitation	Within 1 km	Within 2 km	Within 3 km
1	2	3	4	5	6
(a)	Pre-primary				
(b)	Primary				
(c)	Middle				
(d)	Secondary				
(e)	Higher secondary				
(f)	Non-formal education centres				
(g)	Adult education centres				
(h)	Any other (specify)				

(iii) Availability of basic amenities in schools

S.No	Educational level	Number of schools having		
		Drinking water	Play ground	Toilet for girls
1	2	3	4	5
(a)	Primary			
(b)	Middle			
(c)	Secondary			
(d)	Higher secondary			
(e)	NFE			

(iv) Literacy

Area	Total	Female	Male
1	2	3	4
Rural			
Urban			
Total			

(v) Total urban female literacy rate ________

(vi) Total rural female literacy rate ________

(vii) Male female difference in literacy rate ________

(viii) Rural Scheduled Caste female literacy rate ________

(ix) Rural Schedule Tribes female literacy rate ________

(x) Females educated up to primary level as percentage of female population rate ________

(xi) Females educated upto secondary level (Class X)as percentage of female population ________

xii) Females educated upto graduation level as percentage of female population ________

(xiii) Enrolment ratio by rural and urban area

Stage	Rural			Urban		
	Female	Male	Total	Female	Male	Total
1	2	3	4	5	6	7
All Communities						
Primary						
Middle						
Scheduled Castes						
Primary						
Middle						
Scheduled Tribes						
Primary						
Middle						

(xiv) Female teachers by rural and urban areas

Stage	Rural			Urban		
	Female	Male	Female as % of total	Female	Male	Female as % of total
1	2	3	4	5	6	7
Rural						
Primary						
Middle						
Secondary						
Higher secondary						
Urban						
Primary						
Middle						
Secondary						
Higher secondary						
Total (Rural +Urban)						
Primary						
Middle						
Secondary						
Higher secondary						

(xvi) Drop-out rates by rural and urban areas

Stage	Rural			Urban		
	Female	Male	Total	Female	Male	Total
1	2	3	4	5	6	7
All Communities						
Primary						
Middle						
Scheduled Castes						
Primary						
Middle						
Scheduled Tribes						
Primary						
Middle						

17 Other Infrastructures

(i) Road length, ____________ Kuchcha km ____________ Pukka km ____________

(ii) Percentage villages electrified ____________

(iii) Percentage villages with safe drinking water ____________

(iv) Number of medical centres

(a) Hospitals ____________ (b) Dispensaries ____________

(c) PHC ____________ (d) Sub PHC ____________

(e) Any other (specify) ____________

(v) Number of hospital beds available for (a) Female ____________ (b) Male ____________

(vi) Number of villages having post office ____________

(vii) Number of villages with telephone facilities ____________

(viii) Names of local/regional newspapers

____________ ____________

____________ ____________

(ix) Number of villages with ICDS centres

(x) Number of villages with Balwadis

(xi) Any other (specify)

18. Population of urban agglomerations, cities and towns

S.No	Town	Size and class	Population			Growth rate (1981-91)	Sex Ratio
			Female	Male	Total		
1	2	3	4	5	6	7	8

VILLAGE/WARD/LOCALITY SCHEDULE

GS-2

(Please indicate source and year of reference)

1. Village/locality.
2. Block
3. Tehsil
4. District
5. Total area of the village/locality
6. Total number of households
7. Population

	Female	Male	Total
(i) Total	________	________	________
(ii) SC	________	________	________
(iii) ST	________	________	________
(iv) Religion (specify)	________	________	________
	________	________	________
(v) Language groups (specify)	________	________	________
	________	________	________
	________	________	________
	________	________	________

8. Composition of the community (caste, sub-caste, community etc.)
9. Physical features and climate
10. Flora and fauna
11. Livestock and poultry etc
12. Mineral resources
13. Land use pattern

(a) Village

(i) Area under agriculture __________ in hectares (ii) Area as pasture land ________ in hectares
(iii) Area irrigated __________ in hectares (iv) Wasteland ________ in hectares
(v) Total area of the village__________ in hectares

(b) Wards/Locality

(i) Area under slums __________ sq. km. (ii) Area under industries__________ sq. km.
(iii) Area under pucca house__________ sq. km. (iv) Area under green belts ________ sq. km.
(v) Area under vacant land __________ sq. km. (vi) Total area of ward/locality______ sq. km.

14. Social and cultural practices affecting women and girls

(i) Socialization and Child rearing practices

(ii) Customs and rituals concerning marriage, birth, death etc.

(iii) Inheritance and other practices like dowry, purdah, child marriage etc.

(iv) Folk dances and folk songs with focus on place of women/girls in the community

(v) Fairs and festivals

(vi) Play activities of children by sex

(vii) Leisure time activities of women

15. Economic activity profile (sex-wise)

(i) Agriculture
(ii) Agro-based industries
(iii) Forestry
(iv) Fishing
(v) Pisciculture
(vi) Horticulture
(vii) Small scale and cottage industries
(viii) White collar work
(ix) Blue collar work
(x) Vendors
(xi) Domestic servants
(xii) Construction
(xiii) Poultry
(xiv) Self-employment (specify)
(xv) Full time housewife
(xvi) Any other (specify)

16. Children in economic activities by sex and nature of activity

Sl. No.	Activity	Female	Male	Total
1	2	3	4	5
(i)	Cultivators			
(ii)	Agricultural labourers			
(iii)	Livestock, forestry, fishing, hunting, plantations, orchards and allied activities			
(iv)	Mining and quarrying			
(v)	Manufacturing, processing, servicing and repairs			
	(a) Household industry			
	(b) Other non-household industry			
(vi)	Construction			
(vii)	Trade and commerce			
(viii)	Transport, storage and communication			
(ix)	Other services			
(x)	Total			

17. Number of Children in the Age Group of 6–14

Sl. No.	Category	6–11yrs.			11–14 yrs.			Total 6–14 yrs.		
		F	M	T	F	M	T	F	M	T
1	2	3	4	5	6	7	8	9	10	11
(i)	Scheduled Castes									
(ii)	Scheduled Tribes									
(iii)	Other communities									
	Total									
(iv)	Hindus									
(v)	Muslims									
(vi)	Others (specify)									
	Total									

18. Number of literates as per census

Sl. No.	Category	Female	Male	Total
1	2	3	4	5
(i)	Scheduled Castes			
(ii)	Scheduled Tribes			
(iii)	Other communities			
	Total			
(iv)	Hindus			
(v)	Muslims			
(vi)	Others (specify)			
	Total			

19. Number of children in school

S.No.	Type	Female	Male	Total
1	2	3	4	5
(i)	Pre-primary			
(ii)	Primary			
(iii)	Middle			
(iv)	Secondary			
(v)	Higher secondary			

20. Number of teachers

Sl. No.	Type	Female		Male	
		Total	Trained	Total	Trained
1.	2	3	4	5	6
(i)	Pre-primary				
(ii)	Primary				
(iii)	Middle				
(iv)	Secondary				
(v)	Higher secondary				
(vi)	NFE centres				
(vii)	Total				

21. Number of educational institutions and enrolment

S.No.	Type	Government							Government aided*							Private						
		Boys		Girls		Co.Ed			Boys		Girls		Co Ed			Boys		Girls		Co.Ed.		
		No	Enrl.	No.	Enrl.	No	Enrl.		No.	Enrl.	No.	Enrl	No	Enrl.		No	Enrl	No.	Enrl.	No.	Enrl.	
							F	M						F	M						F	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
(i)	Pre-primary																					
(ii)	Primary																					
(iii)	Middle																					
(iv)	Secondary																					
(v)	Higher secondary																					
(vi)	NFE centres																					
(vii)	Religious educational centres (specify)																					

* include local bodies

22. Other centres

Sl. No.	Type	No. of centres	No. of beneficiaries	
			Female	Male
(i)	ICDS (Anganwadis) centres			
(ii)	Creches/day care units			
(iii)	TRYSEM (specify courses)			
(iv)	Adult education centres			
(v)	Jana Shiksha Nilayam			
(vi)	Mahila Mandals			
(vii)	Voluntary organisations (Please specify)			

23 Women development workers

Sl. No.	Sponsoring agency	Designation of worker	No of women workers
(i)			
(ii)			
(iii)			
(iv)			

24. Composition of member of village Panchayat/Municipal Corporation Ward/locality

Sl. No.	Name	Caste	Sex
1	2	3	4
(i)			
(ii)			
(iii)			
(iv)			
(v)			

25 Names and occupations of leading women in the village/ward/locality

26. Infrastructural facilities etc.

(i) Link road—pucca/kachha/kachha-pucca (Tick which is applicable)

(ii)	Nearest pucca road:	distance in km
(iii)	Nearest railway station:	distance in km
(iv)	Nearest bus stand:	distance in km
(v)	Nearest post office:	distance in km
(vi)	Nearest telephone:	distance in km
(vii)	Nearest telegraph facilities:	distance in km

27. Medical facilities

(i) Nearest PHC: distance in km

(ii) Nearest medical sub centre: distance in km

(iii) Nearest hospital: distance in km

(iv) Nearest maternity hospital: distance in km

(v) Number of medical practitioners (allopaths/homoeopaths, vaid/ hakim)

(vi) Number of midwives: Trained Untrained

(vii) Registration of births (observe) (a) for girls casual/regular (b) for boys casual/regular

(viii) Registration of deaths (observe) (a) for girls casual/regular (b) for boys casual/regular

28. Electricity

(i) Is the village/locality electrified? Yes/No (ii) Number of houses having electric connections

29. Radio/transistors in the village/ward/locality

(i) Number of community sets (ii) Number of individual sets

30. TV sets in the village/locality

(i) Number of community sets (ii) Number of individual sets

31. Drinking water facilities in the village/locality

(i) Number of hand pumps (ii) Number of taps

(iii) Number of wells (iv) Others (specify)

If (i), (ii), (iii) and (iv) are not in the village/locality indicate the type and distance in kms of the nearest drinking water facility

GS 3.1

परिवार अनुसूची

परिवार से सूचना

1. राज्य
2. जिला
3. गाँव/वार्ड/मौहल्ला
4. परिवार के मुखिया का नाम
5. प्रतिवादी का नाम
6 परिवार के मुखिया से प्रतिवादी का संबंध
7. धर्म
8, जाति
9 मातृभाषा
10 परिवार के सदस्यों का विवरण

क्रम सं.	नाम	आयु (वर्षों में)	लिंग	परिवार के मुखिया से संबंध	शैक्षिक स्तर	व्यवसाय	आय रु. में		टिप्पणी
							प्रति माह	प्रति वर्ष	
1	2	3	4	5	6	7	8	9	10

11. जमीन का विवरण
    - (i) आपके पास कितनी जमीन है? हैक्टेयर में
    - (ii) स्वामित्व स्वयं/किरायेदार/खेतीहर/बटाईदार
    - (iii) आप कुल कितनी जमीन जोतते हैं

12. मकान का विवरण
    - (i) अपना/किराये पर
    - (ii) कमरों की संख्या
    - (iii) क्या स्नानघर है? हाँ/नहीं
    - (iv) क्या शौचालय है? हाँ/नहीं

13. घरेलू प्रयोग के लिए पानी का स्रोत
    - (i) नल का पानी/कुँआ/ट्यूबवैल/नदी/तालाब
    - (ii) घर से पानी के स्रोत की दूरी

14. घरेलू प्रयोग में आने वाला ईंधन
    - (i) प्रयुक्त ईंधन कोयला/काठकोयला/लकड़ी/उपले/मिट्टी का तेल/बायोगैस/बिजली/सोलर कुकर
    - (ii) चूल्हे का प्रकार परम्परागत/धुंआ रहित

15. परिवार के पास यातायात के साधन बैलगाड़ी/घोड़ा-गाड़ी/साईकिल/स्कूटर/मोटर साईकिल/ट्रेक्टर/जीप/कोई अन्य (स्पष्ट करें)

16. परिवार के लिये उपलब्ध सूचना के स्रोत
    - (i) समाचार पत्र
    - (ii) पत्रिकाएं
    - (iii) रेडियो/ट्रांजिस्टर
    - (iv) टी.वी.
    - (v) कोई अन्य (स्पष्ट करें)

17. स्कूल जाने वाले बच्चों का विवरण

क्रम	नाम	शैक्षिक सस्थायें										शैक्षिक व्यय		
		लिग	आयु	कक्षा	औपचारिक			अनौ-पचारिक	सह-शिक्षा	केवल बालिकाओ के लिए	केवल बालकों के लिए	शुल्क	अन्य	कुल
					सहकारी*	सहायता प्राप्त	प्राईवेट							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

* स्थानीय निकायों को भी सम्मिलित करें

18. बीच में ही विद्यालय छोड़ने वाले बच्चों का विवरण

क्रम सं.	नाम	लिंग	आयु	उस शैक्षिक संस्थान जिसमें छोड़ने से पहले शिक्षा पाई				पिछली कक्षा जिसमें शिक्षा ग्रहण की	उत्तीर्ण/ अनुत्तीर्ण	विद्यालय छोड़ने का कारण
				औपचारिक			अनौपचारिक			
				सरकारी*	सहायता प्राप्त	प्राइवेट				
1	2	3	4	5	6	7	8	9	10	11

* स्थानीय निकायों को भी सम्मिलित करें।

19. कभी भी विद्यालय न जाने वाले बच्चों का विवरण

क्रम सं.	नाम	लिंग	आयु	विद्यालय न जाने का कारण
1	2	3	4	5

20 परिवार में श्रम विभाजन का स्पष्टीकरण करें।

क्रम सं.	कार्यकलाप	व्यस्क		बच्चे	
		पुरुष	महिला	बालिका	बालक
1	2	3	4	5	6
(i)	खाना पकाना				
(ii)	बर्तन साफ करना				
(iii)	झाड़ू लगाना				
(iv)	कपडे धोना				
(v)	बाजार का काम				
(vi)	बच्चो की देखभाल				
(vii)	बीमारो की देखभाल				
(viii)	बडे बूढो की देखभाल				
(ix)	पानी भर कर लाना				
(x)	पशु का चारा लगाना				
(xi)	ईंधन बटोरना/उपले बनाना				
(xii)	पशु पालन				
(xiii)	पशु चराना				
(xiv)	कृषि सबधी क्रिया कलाप				
(xv)	घरेलू उत्पादन				
(xvi)	कोई अन्य (स्पष्ट करे)				

21 परिवार निर्णायक भूमिका

तुम्हारे घर मे निम्न निर्णय कौन लेता है?

(i) घरेलू कार्य (ii) बच्चो की पढ़ाई

(iii) बचत (iv) लडके और लडकियो की शादी

22. बच्चों के लिए शैक्षिक आकाक्षा (i) बालिका (ii) बालक

23 बच्चों के लिए व्यवसायिक आकाक्षा

क्रम स	व्यवसाय	बालिका	बालक
1	2	3	4
(i)	डाक्टर		
(ii)	इजीनीयर		
(iii)	वकील		
(iv)	अध्यापक		
(v)	नर्स		
(vi)	सरकारी कर्मचारी		
(vii)	पुलिस अधिकारी		
(viii)	राजनैतिक नेता		
(ix)	व्यापारी		
(x)	गृहिणी		
(xi)	कोई अन्य (स्पष्टी करे)		

24 बालिकाओं के सामान्यतः विद्यालय बीच में छोड़ने के कुछ कारण नीचे दिए गए हैं। मान्य कारणों के सामने किसी एक पर (√) का निशान लगाएँ

क्र. संख्या	कारण	सहमत हैं	कोई मत नहीं	सहमत नहीं
(क)	अभिभावक बालिकाओं की शिक्षा का व्यय नहीं वहन कर सकते।			
(ख)	पारिवारिक धन्धे में सहायता करने के लिए अभिभावकों को उनकी सहायता चाहिए।			
(ग)	विद्यालय का वातावरण उत्साहजनक नहीं है। (अपर्याप्त भौतिक सुविधाएँ, खराब विद्यालय भवन, आदि के कारण)			
(घ)	समुदाय का बालिका शिक्षा के प्रति विरोधी रवैया।			
(च)	कक्षा मे आवश्यकता से अधिक छात्र संख्या के कारण शिक्षक बच्चों पर व्यक्तिगत ध्यान नहीं दे सकते है।			
(छ)	कई कक्षाओं के लिए एक ही शिक्षक होने के कारण।			
(ज)	विद्यालय का समय बालिकाओं के लिए उपयुक्त नहीं है।			
(झ)	समुदाय का शिक्षा के लाभ से अवगत न होना।			
(ण)	ग्राम समुदाय मे निरक्षरता।			
(त)	समुदाय की यह भावना है कि शिक्षा उनकी जरूरतों को पूरा नहीं कर सकती।			
(थ)	छोटी आयु मे शादी होना।			
(द)	बालिकाओं के लिए अलग विद्यालय नहीं है।			
(ध)	बालिकाओं को पुरूष-शिक्षकों द्वारा पढ़ाया जाना माता-पिता नापसंद करते है।			
(य)	बालिकाओं का घर पर छोटे बहन-भाई की देखभाल करनी पड़ती है।			
(र)	अधिकतर बालिकाओं के लिए विद्यालय काफी दूर है।			
(ल)	कोई अन्य (स्पष्ट करें)			

25 बालिका शिक्षा की उपयोगिता। कृपया निम्नलिखित के बारे मे अपनी राय बताइए।

(क) क्या आवश्यकता पड़ने पर शिक्षा ग्राम की बालिकाओं को अपनी रोजी रोटी कमाने का अवसर प्रदान करेगी? हाँ/नहीं/पता नहीं

(ख) क्या शिक्षित बालिकाएँ अधिक परिश्रम वाले कार्यों को करने से दूर रहना चाहती हैं? हाँ/नहीं/पता नहीं

(ग) क्या शिक्षा बालिकाओं को अपने फालतू समय को सदुपयोग में लाने में सहायता करती है? हाँ/नहीं/पता नहीं

(घ) क्या शिक्षित बालिकाओं को पुरानी मान्यताओं में अधिक विश्वास नहीं है? हाँ/नहीं/पता नहीं

(ग) क्या शिक्षा बालिकाओं को अच्छी गृहणी बनने मे सहायता देती है? हाँ/नहीं/पता नहीं

(च) बालिकाओं को शिक्षा दिलाने से उनके लिए उचित/अच्छा संबंध तलाश करने में आसानी रहेगी हाँ/नहीं/पता नहीं

repeat (छ) बालिकाओं को शिक्षा दिलाने से उनके लिए उचित/अच्छा संबंध तलाश करने में आसानी रहेगी। हाँ/नहीं/पता नहीं

(ज) क्या शिक्षा प्राप्त बालिकाएँ ग्राम की सामान्य स्थिति में सुधार करने मे (जैसे सफाई, अनपढ़ों को पढ़ाना, आदि) रुचि लेंगी? हाँ/नहीं/पता नहीं

26. क्या आपको लडके/लडकियो का एक ही संस्था मे पढाने मे कोई आपत्ति है? हाँ/नही
यदि हाँ तो क्यो?

27. क्या आपको बालिकाओ को पुरुष शिक्षको द्वारा पढाये जाने पर कोई आपत्ति है? हाँ/नही
यदि हाँ तो क्यो?

28. लिग समानता

		विचार		
क्रम. स.	कथन	सहमत	असहमत	कोई विचार नही
1	2	3	4	5,
(i)	बालको एव बालिकाओ को समान शिक्षा की आवश्यकता है।			
(ii)	कर्तव्यो एव जिम्मेवारियो का बालको एव बालिकाओ मे समान विभाजन होना चाहिये।			
(iii)	बालक एव बालिका को समान भोजन की आवश्यकता है।			
(iv)	बालको एव बालिकाओ की समान स्वास्थ्य एव चिकित्सक देखभाल होनी चाहिये।			
(v)	बालको एव बालिकाओ को एक समान स्वतत्रता मिलनी चाहिए।			
(vi)	बालको एव बालिकाओ के खेलने के लिए एक समान समय मिलना चाहिये।			
(vii)	बालक एव बालिकाए सभी कार्य भली भाँति कर सकते है।			
(viii)	बालको एव बालिकाओ को बच्चो की देखभाल, खाना पकाना एवं स्वास्थ्य संबधित कौशलों की शिक्षा मिलनी चाहिये।			
(ix)	स्त्रियों एव पुरूषो के लिए सभी व्यवसाय बराबर उपयुक्त है।			
(x)	समान कार्य के लिए बालकों एव बालिकाओ को समान वेतन मिलना चाहिये।			
(xi)	स्त्रियों एवं पुरुष समान रूप से हर जिम्मेवारी निभा सकते हैं।			
(xii)	पति-पत्नी को सभी निर्णय मिलकर लेने चाहिये।			
(xiii)	बालक व बालिकाओं मे समान बुद्धिमता व प्रतिभायें होती है			

स्कूल जाती बालिका से सूचना

GS 3.2

1. नाम
2. आयु
3. जन्म क्रमांक
4. स्कूल का नाम
5. कक्षा
6. पिछली कक्षा मे स्थान
7. आपको स्कूल जाने की प्रेरणा किसने दी;
   - (i) माता
   - (ii) पिता
   - (iii) भाई
   - (iv) बहन
   - (v) पड़ोसी
   - (vi) सहेली
   - (vii) कोई अन्य (स्पष्ट करें)
8. क्या आपको स्कूल जाना अच्छा लगता है?
   - (i) यदि हाँ तो क्यों?
     - (क) खेलना चाहती हो
     - (ख) पढ़ना चाहती हो
     - (ग) जीवन मे व्यवसाय/नौकरी चाहती हो
     - (घ) कोई अन्य (स्पष्ट करें)
   - (ii) अगर नही तो क्यो?
     - (क) अध्यापक पसंद नही
     - (ख) पढ़ाई रुचिकर नही है
     - (ग) स्कूल बहुत दूर है
     - (घ) अध्यापक प्रतिदिन नही आते
     - (च) पढ़ाई कठिन लगती है
     - (छ) खेलना चाहती हो
     - (ज) कोई अन्य (स्पष्ट करें)
9. (i) क्या आपको विद्यालय से गृहकार्य मिलता है? हां/नही
   - (ii) यदि हाँ तो क्या उसे करने के लिये पर्याप्त समय मिल जाता है? हाँ/नही
   - (iii) यदि नही तो क्यो?
10. घर पर पढ़ाई मे आपकी कौन मदद करता है?
    - (i) माता-पिता
    - (ii) रिश्तेदार
    - (iii) पड़ोसी
    - (iv) मित्र/सहेली
    - (v) निजि शिक्षक
    - (vi) कोई अन्य (स्पष्ट करें)
11. क्या निम्नलिखित मे आपको माता-पिता का सहयोग मिलता है?
    - (i) गृहकार्य मे निरीक्षण हाँ/नहीं/कभी-कभी
    - (ii) शिक्षा सामग्री पुस्तकें, कापिया आदि हाँ/नहीं/कभी कभी
    - (iii) पढ़ाई के लिये पर्याप्त समय हाँ/नही/कभी कभी
    - (iv) पढ़ाई के लिये पर्याप्त स्थान हाँ/नही/कभी कभी
    - (v) पढ़ाई के लिये उपयुक्त वातावरण हाँ/नही/कभी कभी
12. किस स्तर तक आप पढ़ना चाहती हैं? प्राथमिक/मिडिल/हा. सैकेन्डरी/बी.ए./एम.ए. और आगे
13. आप क्या बनना चाहोगी?
14. यदि पढ़ने नहीं दिया गया तो आप क्या करोगी?
    - (i) चुप रहोगी
    - (ii) अपनी बात मनवाओगी
    - (iii) विरोध करोगी
    - (iv) मदद मांगोगी
    - (v) अन्य (स्पष्ट करें)

15 (i) क्या आप नियमित रूप से विद्यालय जाती हैं? हाँ/नही
यदि नही तो क्यों?

(ii) क्या आप ठीक समय पर विद्यालय पहुँच जाती है? हाँ/नही
यदि नहीं तो क्यो?

16. क्या आप किसी कक्षा मे फेल हुई है? हाँ/नही
यदि हाँ तो क्यो? जैसे,
(i) बीमारी (ii) घर पर अधिक काम
(iii) शिक्षा सामग्री का अभाव (iv) मार्गदर्शिता का अभाव
(v) समय का अभाव (vi) कोई अन्य (स्पष्ट करे)

17. (i) क्या आपको अपनी अध्यापिका/अध्यापक अच्छे लगते है? हाँ/नही
(ii) क्यो?
(iii) क्या आप अपने मन की बात अपनी अध्यापिका/अध्यापक को कह पाती हैं? हा/नही

18. क्या अध्यापक आपको एक अच्छा विद्यार्थी समझते है? हा/नही/पता नही

19 आपके विचार मे निम्नलिखित लोग आपको प्यार करते हैं?
(i) माता हा/नही/पता नही (ii) पिता हा/नही/पता नही (iii) बहने हा/नही/पता नही
(iv) भाई हा/नही/पता नही (v) मित्र हा/नही/पता नही (vi) पडोसी हा/नही/पता नही
(vii) अध्यापिका हा/नही/पता नही (viii) रिश्तेदार हा/नही/पता नही (ix) अन्य

20. (i) आपके विद्यालय मे और किन-किन कार्यकर्मों का आयोजन किया जाता है? (खेलकूद, वाद-विवाद, नाच, नाटक आदि)

(ii) आप इनमे से किन-किन कार्यकर्मों मे भाग लेती हैं?

(iii) क्या आपको कोई इनाम/प्रमाणपत्र मिला है?

(iv) यदि आप भाग नही लेती है, तो उसका क्या कारण है?

(v) आपका कौन सा विषय सबसे अच्छा लगता है?

(vi) आपको कौन सा विषय कठिन लगता है?

(vii) क्या विषय सम्बन्धित कठिनाईयो को दूर करने मे शिक्षक आपकी मदद कर सकते हैं? हा/नही

(viii) क्या विद्यालय मे किसी विशेष कार्यक्रम का आयोजन होता है जिससे
(क) आपकी शैक्षिक कठिनाईयो को दूर किया जा सकता है। हा/नही
(ख) आपकी मानसिक कुण्ठाओ का समाधान किया जा सके हा/नही

21. निम्न में से किसमे आपको आनन्द प्राप्त होता है?
(i) रेडियो सुनना (ii) टी.वी. देखना (iii) खेल कूद (कौन सा खेल)
(iv) पुस्तकें पढना (v) मेले मे जाना (vi) मित्रों से खेलना
(vii) बाग तालाब की सैर, वन मे घूमना (viii) रेलगाडी पर सवारी/बस में सैर (ix) कोई अन्य (स्पष्ट करे)

22. क्या निम्नलिखित विषयो मे आपके माता-पिता बेटे और बेटियो मे भेदभाव करते है?

क्रम सं.	विषय	हाँ	नहीं	कभी-कभी
1	2	3	4	5
(i)	खाना-पीना			
(ii)	कपड़े			
(iii)	खिलौने/खेलकूद			
(iv)	किताबें, कापिया, लेखन सामग्री			
(v)	पढ़ाई मे मदद			
(vi)	धार्मिक व सामाजिक समारोह आदि			
(vii)	क्रियाकलापो मे भाग लेने का अवसर			
(viii)	कोई अन्य (स्पष्ट करें)			

23. क्या आपके परिवार मे भोजन बाटने का कोई क्रमाक है? हां/नहीं

(अ) यदि हा तो आपके परिवार मे सर्व प्रथम कौन खाना खाता है?

(ब) सबसे आखिर मे कौन खाना खाता है?

24. निम्नलिखित कार्यकलापो मे से आप कौन से कार्य करती हो?

क्रम सं.	कार्यकलाप	टिप्पणी*
1	2	3
(i)	पानी भर कर लाना	
(ii)	ईंधन बटोर कर लाना	
(iii)	चारा काट कर लाना	
(iv)	बहनो भाइयो की देखभाल	
(v)	उपले थापना	
(vi)	पशुओं की देखभाल	
(vii)	भेड़, बकरी, पशुओं को चराने ले जाना	
(viii)	खाना पकाना, कपड़े धोना आदि	
(ix)	घरेलू उद्योगा आदि (स्पष्ट करें)	
(x)	वैतनिक कार्य (स्पष्ट करें)	
(xi)	कोई अन्य (स्पष्ट करें)	

*नोट : यथा संभव प्रत्येक कार्यकलाप में लगे समय को नोट करें।

25 आपके परिवार मे निम्नलिखित कार्यो मे कौन-कौन भाग लेता है?

क्रम. स.	कार्यकलाप	व्यस्क		बच्चे	
		स्त्री	पुरुष	बालिकाये	बालक
1	2	3	4	5	6
(i)	खाना पकाना				
(ii)	बर्तन साफ करना				
(iii)	बुहारना, दोना लिपाई करना				
(iv)	कपडे धोना				
(v)	बाजार का काम				
(vi)	बच्चो की देखभाल				
(vii)	बीमारो की देखभाल				
(viii)	बडे-बूढ़ो की देखभाल				
(ix)	पानी भर कर लाना				
(x)	चारा काट कर लाना				
(xi)	ईधन बटोरना/उपले थापना				
(xii)	पशुओ की देखभाल				
(xiii)	पशु चराना				
(xiv)	कृषि सबधित कार्य				
(xv)	घरेलू उद्योग आदि				
(xvi)	कोई अन्य				

26. क्या आप लम्बे समय से किसी बीमारी/विकलागता से ग्रस्त हैं? हाँ/नही

(i) यदि हा, तो बीमारी/विकलागता का वर्णन करो।

(ii) आपके माता-पिता/परिवार एव अन्य लोगो ने आपके रोग के उपचार के लिये क्या किया?

27. लिग समानता

क्रम स.	कथन	विचार		
		सहमत	असहमत	कोई विचार नही
1	2	3	4	5
(i)	बालको एव बालिकाओ को समान शिक्षा की आवश्यकता है।			
(ii)	कतव्यो एव जिम्मेवारियो का बालको एव बालिकाओ मे समान विभाजन होना चाहिये।			
(iii)	बालको व बालिकाओ को समान भोजन की आवश्यकता है।			
(iv)	बालको एव बालिकाओ को समान स्वास्थ्य एव चिकित्सक देखभाल होनी चाहिए।			
(v)	बालकों ओव बालिकाओ को एक समान स्वतत्रता मिलनी चाहिये।			
(vi)	बालको एव बालिकाओ के खेलने के लिए एक समान समय मिलना चाहिये।			
(vii)	बालक एवं बालिकाए सभी कार्य भली-भाति कर सकते हैं।			
(viii)	बालको एव बालिकाओ को बच्चो की देखभाल, खाना पकाने एवं स्वास्थ्य संबधित कौशलों की समान शिक्षा मिलनी चाहिये।			
(ix)	स्त्रियों एव पुरुषों के लिये सभी व्यवसाय बराबर उपयुक्त हैं।			
(x)	समान कार्य के लिये स्त्रियों एव पुरुषो को समान वेतन मिलना चाहिये।			
(xi)	स्त्रिया एव पुरुष समान रुप से हर जिम्मेवारी निभा सकते हैं।			
(xii)	बालक एव बालिकाओ की समान बुद्धिमता व प्रतिभाये होती है।			

पढ़ाई बीच में छोड़ने वाली बालिका से सूचना

1. नाम
2. आयु

3. जन्म क्रमांक
4. किस कक्षा तक पढ़ाई की?

5. स्कूल छोड़ने के समय आयु

6. स्कूल जाना क्यों छोड़ा? उपयुक्त कारणों पर सही का निशान लगाईये।
   - (i) अध्यापक का व्यवहार
   - (ii) जाति भेद-भाव
   - (iii) अर्थिक कारण
   - (iv) घर पर छोटे बच्चों की देखभाल
   - (v) माता-पिता को उनके व्यवसाय मे सहायता
   - (vi) शिक्षा के प्रति अभिभावक की उदासीनता
   - (vii) विद्यालय मे अपर्याप्त सुविधआएँ (स्पषट करें)
   - (viii) छोटी आयु मे शादी
   - (ix) खराब स्वास्थ्य/बीमारी
   - (x) विद्यालय मे तालमेल न बैठना
   - (xi) सहपाठियो से अनबन या संबन्धित अन्य समस्याएँ
   - (xii) पढ़ाई में अरुचि
   - (xiii) जो पढ़ाया जाता था वह समझ मे नही आता था
   - (xiv) कक्षा में आयु भिन्नता
   - (xv) अन्य कारण (कृपया स्पष्ट बताएं)

7. क्या किसी कक्षा मे फैल हुई? हाँ/नही

8. क्या आपको स्कूल जाना अच्छा लगता था? हाँ/नही/पता नही

9. क्या आपको स्कूल न जाना बुरा खलता है? हाँ/नही/पता नही

10. क्या आपके घर मे आपके अलावा किसी और भाई/बहन ने स्कूल जाना छोड़ा है? हाँ/नही
    यदि हो तो ब्यौरा दीजिए

11. क्या आप फिर से स्कूल जाना चाहती है? हाँ/नही

12. क्या आपको अपनी कक्षा के सगी साथी अच्छे लगते थे? हाँ/नही

13. क्या आपको अपने अध्यापक/अध्यापिकाएँ अच्छे लगते थे? हाँ/नही
    - (i) तो क्या वो भी आपको प्यार करती थे? हाँ/नही
    - (ii) यदि नही, तो कारण बता सकती हैं?
    - (iii) क्या आप अपने मन की बात अपनी अध्यापिका/अध्यापक से कह पाती थी? हाँ/नही

14. क्या आपको पढ़ाई की किताबें अच्छी लगती थी? हाँ/नही
    - (i) यदि नहीं, तो क्यों?
    - (ii) आपको कौनसा विषय सबसे अधिक पसंद था?
    - (iii) कौन-कौन से विषय आपको कठिन लगते थे?
    - (iv) क्या विषय संबंधित कठिनाईयों को दूर करने में शिक्षक आपकी सहायता करते थे? हाँ/नही
    - (v) क्या विद्यालय में किसी विशेष कार्यक्रम का आयोजन किया जता था जिससे
      - क. आपकी शैक्षिक कठिनाईयों को दूर किया जा सकते। हाँ/नही
      - ख. आपकी मानसिक कुण्ठाओं का समाधान हो सके। हाँ/नही

15 क्या आपको स्कूल का दिया हुआ काम करने मे कोई मुश्किल होती थी?
(i) यदि हाँ, तो आपकी मुश्किले क्या थी?

(ii) क्या आपने स्कूल का काम करने मे किसी से सहायता माँगी? हाँ/नही
(iii) यदि हाँ, तो कौन आपकी सहायता करता था? (स्पष्ट करें)

16. क्या आपका स्कूल घर से काफी दूर था? हाँ/नही
(i) यीद हा, तो घर से कितनी दूरी थी?
(ii) क्या स्कूल पहुँचने मे आपको कोई अन्य परेशानियाँ हुई?

17. आप स्कूल कैसे जाती थी?
(i) पैदल (ii) साईकिल से
(iii) बस (iv) कोई अन्य (स्पष्ट करें)

18 क्या आप नियमित रूप से स्कूल जाती थी? हाँ/नही
(i) यदि नही, तो क्यो?

19 क्या आप हमेशा समय पर स्कूल पहुँचती थी? हाँ/नही
यदि नही तो कारण बताईये

20. निम्नलिखित को कैसा महसूस होता था जब आप स्कूल जाती थी?

(अ) पिता	हाँ/नही/पता नही	(इ) अध्यापक	हाँ/नही/पता नही
(ब) माता	हाँ/नही/पता नही	(फ) मित्र/सहेली	हाँ/नही/पता नही
(स) भाई	हाँ/नही/पता नही	(ज) अन्य	हाँ/नही/पता नही
(द) बहन	हाँ/नही/पता नही		

21. आपकके विचार मे यदि आप स्कूल जाती रहती तो आप क्या बन पाती?

22. अब आप क्या करना चाहोगी? (स्पष्ट करें)

23. निम्नलिखित में से आपको सबसे ज्यादा क्या अच्छा लगता है?
(i) रेडियो सुनना (ii) टी.वी. देखना (iii) खेल कूद (कौन सा खेल)
(iv) पुस्तकें पढ़ना (v) मेले में जाना (vi) सहेलियों से खेलना
(vii) बाग तालाब की सैर, वन मे घूमना (viii) रेलगाड़ी पर सवारी/बस में सैर (ix) कोई अन्य (स्पष्ट करें)

24 क्या निम्नलिखित विषयों में आपके माता-पिता बेटे और बेटियों में भेदभाव करते हैं?

क्रम सं.	विषय	हाँ	नही	कभी-कभी
1	2	3	4	5
(i)	खाना-पीना			
(ii)	कपड़े			
(iii)	खिलौने/खेलकूद			
(iv)	किताबें, कापिया, लेखन सामग्री			
(v)	पढ़ाई में मदद			
(vi)	धार्मिक व सामाजिक समारोह आदि			
(vii)	क्रियाकलापो मे भाग लेने का अवसर			
(viii)	कोई अन्य (स्पष्ट करे)			

25 क्या आपके परिवार मे भोजन बाटने का कोई क्रमाक है? हाँ/नहीं

(अ) यदि हा तो आपके परिवार मे सर्व प्रथम कौन खाना खाता है?

(ब) सबसे आखिर मे कौन खाना खाता है?

26. निम्नलिखित कार्यकलापो मे से आप कौन से कार्य करती हो?

क्रम सं.	कार्यकलाप	टिप्पणी*
1	2	3
(i)	पानी भर कर लाना	
(ii)	ईंधन बटोर कर लाना	
(iii)	चारा काट कर लाना	
(iv)	बहनों भाइयों की देखभाल	
(v)	उपले थापना	
(vi)	पशुओं की देखभाल	
(vii)	भेड़, बकरी, पशुओं को चराने ले जाना	
(viii)	खाना पकाना, कपड़े धोना आदि	
(ix)	घरेलू उद्योग आदि (स्पष्ट करें)	
(x)	वैतनिक कार्य (स्पष्ट करें)	
(xi)	कोई अन्य (स्पष्ट करें)	

*नोट : यथा संभव प्रत्येक कार्यकलाप मे लगे समय को नोट करें।

27. आपके परिवार में निम्नलिखित कार्यों में कौन-कौन भाग लेता है?

क्रम. स	कार्यकलाप	व्यस्क		बच्चे	
		स्त्री	पुरुष	बालिकायें	बालक
1	2	3	4	5	6
(i)	खाना पकाना				
(ii)	बर्तन साफ करना				
(iii)	बुहारना, दोना लिपाई करना				
(iv)	कपड़े धोना				
(v)	बाजार का काम				
(vi)	बच्चों की देखभाल				
(vii)	बीमारों की देखभाल				
(viii)	बड़े-बूढ़ो की देखभाल				
(ix)	पानी भर कर लाना				
(x)	चारा काट कर लाना				
(xi)	ईधन बटोरना/उपले थापना				
(xii)	पशुओ की देखभाल				
(xiii)	पशु चराना				
(xiv)	कृषि सबधित कार्य				
(xv)	घरेलू उद्योग आदि				
(xvi)	कोई अन्य				

28 क्या आप लम्बे समय से किसी बीमारी/विकलागता से ग्रस्त हैं? हाँ/नही

(i) यदि हा, तो बीमारी/विकलागता का वर्णन करो।

(ii) आपके माता-पिता/परिवार एव अन्य लोगो ने आपके रोग के उपचार के लिये क्या किया?

29. लिग समानता

क्रम सं.	कथन	विचार		
		सहमत	असहमत	कोई विचार नही
1	2	3	4	5
(i)	बालको एव बालिकाओं को समान शिक्षा की आवश्यकता है।			
(ii)	कतव्यो एव जिम्मेवारियो का बालको एव बालिकाओ मे समान विभाजन होना चाहिये।			
(iii)	बालको व बालिकाओ को समान भोजन की आवश्यकता है।			
(iv)	बालको एव बालिकाओ को समान स्वास्थ्य एव चिकित्सक देखभाल होनी चाहिए।			
(v)	बालकों औव बालिकाओं को एक समान स्वतत्रता मिलनी चाहिये।			
(vi)	बालको एव बालिकाओं के खेलने के लिए एक समान समय मिलना चाहिये।			
(vii)	बालक एवं बालिकाए सभी कार्य भली-भांति कर सकते है।			
(viii)	बालको एव बालिकाओ को बच्चों की देखभाल, खाना पकाने एव स्वास्थ्य सबधित कौशलों की समान शिक्षा मिलनी चाहिये।			
(ix)	स्त्रियों एव पुरुषो के लिये सभी व्यवसाय बराबर उपयुक्त हैं।			
(x)	समान कार्य के लिये स्त्रियों एव पुरुषो को समान वेतन मिलना चाहिये।			
(xi)	स्त्रिया एव पुरुष समान रुप से हर जिम्मेवारी निभा सकते हैं।			
(xii)	बालक एवं बालिकाओं की समान बुद्धिमता व प्रतिभायें होती है।			

बालिका जो कभी स्कूल नहीं गई

GS 3.4

1. नाम　　2. आयु　　3. जन्म क्रमाक

4. तुम स्कूल क्यों नहीं जाती?
   (i) आर्थिक कारण
   (ii) सामजिक कारण
   (iii) शिक्षा/विद्यालय सम्बन्धित कारण
   (iv) अन्य कारण (स्पष्ट करें)

5. क्या तुमने कभी स्कूल जाना चाहा? हाँ/नही
   यदि हाँ, तो क्या तुमने इसके बारे मे अपने माता पिता से कहा? हाँ/नही

6. जब तुम्हारी सहेलियाँ और अन्य बच्चे स्कूल जाते हैं तुम्हें कैसा लगता है?
   (i) मुझे भी जाना चाहिए　　(ii) मुझे नही मालूम
   (iii) मेरा जाने को मन नही करता　　(iv) अन्य (स्पष्ट करें)

7. क्या तुम्हारे माता-पिता तुम्हें स्कूल भेजना चाहेंगे? हाँ/नही
   (i) यदि नहीं, तो क्यों?

8. क्या तुम्हे लिखना-पढ़ना आता है? हाँ/नहीं
   (i) यदि हाँ, तो क्या तुम अपना नाम लिख सकती हो? हाँ/नहीं
   (ii) यदि हाँ, तो तुम्हें लिखना-पढ़ना किसने सिखाया?

10. क्या तुम्हें गिनती आती है? हाँ/नहीं
   (i) यदि हाँ, तो किस संख्या तक?
   (ii) तुम्हें गिनना किसने सिखाया?

11. निम्नलिखित क्रियाओं में से तुम्हें क्या अच्छा लगता है?
   (i) रेडियो सुनना　　(ii) टी.वी. देखना　　(iii) खेल कूद (कौन सा खेल)
   (iv) मेले में जाना　　(v) सहेलियों से खेलना
   (vi) बाग तालाब की सैर, वन मे घूमना　　(vii) रेलगाड़ी पर सवारी/बस में सैर　　(viii) कोई अन्य (स्पष्ट करें)

12. तुम भविष्य में क्या बनोगी?

13. निम्नलिखित में से तुम कौन से कार्यक्रमों का आयोजन पसंद करोगी?
   (i) साक्षरता कक्षायें　　(ii) आमदनी उपार्जन वाले कार्य (स्पष्ट करें)　　(iii) रुचि कक्षायें
   (iv) पौष्टिकता के क्षेत्र में शिक्षा　　(v) कोई अन्य (स्पष्ट करें)

14 क्या निम्नलिखित विषयो मे आपके माता-पिता बेटे और बेटियो मे भेदभाव करते है?

क्रम स.	विषय	हाँ	नहीं	कभी-कभी
1	2	3	4	5
(i)	खाना-पीना			
(ii)	कपडे			
(iii)	खिलौने/खेलकूद			
(iv)	किताबे, कापिया, लेखन सामग्री			
(v)	पढाई मे मदद			
(vi)	धार्मिक व सामाजिक समारोह आदि			
(vii)	क्रियाकलापों मे भाग लेने का अवसर			
(viii)	कोई अन्य (स्पष्ट करें)			

15 क्या आपके परिवार मे भोजन बाटने का कोई क्रमाक है? हाँ/नही

(अ) यदि हा तो आपके परिवार मे सर्व प्रथम कौन खाना खाता है?

(ब) सबसे आखिर मे कौन खाना खाता है?

16. निम्नलिखित कार्यकलापो मे से आप कौन से कार्य करती हो?

क्रम स.	कार्यकलाप	टिप्पणी*
1	2	3
(i)	पानी भर कर लाना	
(ii)	ईंधन बटोर कर लाना	
(iii)	चारा काट कर लाना	
(iv)	बहनो भाइयो की देखभाल	
(v)	उपले थापना	
(vi)	पशुओ की देखभाल	
(vii)	भेड, बकरी, पशुओ को चराने ले जाना	
(viii)	खाना पकाना, कपडे धोना आदि	
(ix)	घरेलू उद्योग आदि (स्पष्ट करें)	
(x)	वैतनिक कार्य (स्पष्ट करें)	
(xi)	कोई अन्य (स्पष्ट करें)	

*नोट : यथा सभव प्रत्येक कार्यकलाप मे लगे समय को नोट करें।

17. आपके परिवार में निम्नलिखित कार्यों मे कौन-कौन भाग लेता है?

क्रम. स.	कार्यकलाप	व्यस्क		बच्चे	
		स्त्री	पुरुष	बालिकायें	बालक
1	2	3	4	5	6
(i)	खाना पकाना				
(ii)	बर्तन साफ करना				
(iii)	बुहारना, धोना लिपाई करना				
(iv)	कपडे धोना				
(v)	बाजार का काम				
(vi)	बच्चो की देखभाल				
(vii)	बीमारो की देखभाल				
(viii)	बडे-बूढो की देखभाल				
(ix)	पानी भर कर लाना				
(x)	चारा काट कर लाना				
(xi)	ईधन बटोरना/उपले थापना				
(xii)	पशुओ की देखभाल				
(xiii)	पशु चराना				
(xiv)	कृषि संबंधित कार्य				
(xv)	घरेलू उद्योग आदि				
(xvi)	कोई अन्य				

18 क्या आप लम्बे समय से किसी बीमारी/विकलांगता से ग्रस्त हैं? हां/नहीं

(i) यदि हां, तो बीमारी/विकलांगता का वर्णन करो।

(ii) आपके माता-पिता/परिवार एव अन्य लोगो ने आपके रोग के उपचार के लिये क्या किया?

19. लिंग समानता

क्रम स.	कथन	विचार		
		सहमत	असहमत	कोई विचार नही
1	2	3	4	5
(i)	बालको एव बालिकाओ को समान शिक्षा की आवश्यकता है।			
(ii)	कर्तव्यो एव जिम्मेवारियो का बालको एव बालिकाओ मे समान विभाजन होना चाहिये।			
(iii)	बालको व बालिकाओ को समान भोजन की आवश्यकता है।			
(iv)	बालको एव बालिकाओ को समान स्वास्थ्य एव चिकित्सक देखभाल होनी चाहिए।			
(v)	बालको और बालिकाओ को एक समान स्वतंत्रता मिलनी चाहिये।			
(vi)	बालको एव बालिकाओ के खेलने के लिए एक समान समय मिलना चाहिये।			
(vii)	बालक एव बालिकाए सभी कार्य भली-भाति कर सकते है।			
(viii)	बालको एव बालिकाओ को बच्चो की देखभाल, खाना पकाने एव स्वास्थ्य संबंधित कौशलो की समान शिक्षा मिलनी चाहिये।			
(ix)	स्त्रियों एव पुरुषो के लिये सभी व्यवसाय बराबर उपयुक्त है।			
(x)	समान कार्य के लिये स्त्रियों एव पुरुषो को समान वेतन मिलना चाहिये।			
(xi)	स्त्रियां एव पुरुष समान रुप से हर जिम्मेवारी निभा सकते है।			
(xii)	बालक एव बालिकाओ की समान बुद्धिमता व प्रतिभाये होती है।			

3/4

GS-4

शैक्षिक संस्था अनुसूची
(संस्था के अध्यक्ष भरें)

1. संस्था का नाम व पता

2. संस्था की निम्नलिखित स्थानों से दूरी—
   - (i) निकटतम पक्की सड़क से— कि मी
   - (ii) बस स्टाप से— कि मी
   - (iii) रेलवे स्टेशन से— कि मी
   - (iv) ब्लाक शिक्षा कार्यालय से— कि मी

3. प्रिंसिपल/हेड अध्यापक का नाम
   - (i) स्थानीय पता
   - (ii) स्थायी पता
   - (iii) निवास स्थान से विद्यालय की दूरी— कि मी (iv) यातायात का साधन
   - (v) आयु (vi) लिंग
   - (vii) शैक्षिक योग्यता (viii) सेवा का अवधि
   - (ix) पढ़ाई जाने वाली कक्षायें

4. छात्रों की संख्या

कक्षा	सभी समुदाय			अनुसूचित जाति			अनुसूचित जनजाति			अल्प सख्यक		
	बालिका	बालक	कुल	बालिका	बालक	कुल	बालिका	बालक	कुल	बालिका	बालक	कुल
1	2	3	4	5	6	7	8	9	10	11	12	13
I												
II												
III												
IV												
V												
VI												
VII												
VIII												
कुल												

5. **अध्यापकों की संख्या**

लिग	सभी समुदाय		अनुसूचित जाति		अनुसूचित जनजाति		अल्प संख्यक	
	कुल	% प्रशिक्षित	कुल	% प्रशिक्षित	कुल	% प्रशिक्षित	कुल	% प्रशिक्षित
1	2	3	4	5	6	7	8	9

6. भौतिक सुविधाये

(i) खेल का मैदान	उपलब्ध/नही उपलब्ध	(ii) शौचालय	उपलब्ध/नही उपलब्ध
(iii) प्रयोगशाला	उपलब्ध/नही उपलब्ध	(iv) बालिकाओ के लिये अलग शौचालय	उपलब्ध/नहीं उपलब्ध
(v) पुस्तकालय	उपलब्ध/नही उपलब्ध	(vi) स्वास्थ्य/चिकित्सा	उपलब्ध/नही उपलब्ध

7. संस्था मे (लिग समानता लाने के लिये क्या विशेष प्रयास किये गये हैं?

8. (क) केन्द्रीय/राजकीय प्रयोजित योजनाये

क्रम संख्या	वर्ग	निशुल्क भोजन		निशुल्क किताब		निशुल्क यूनिफार्म		उपस्थिति छात्रवृति		कोई अन्य	
		बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका
(i)	अनुसूचित जा॰										
(ii)	जन जाति										
(iii)	अन्य वर्ग										
(iv)	कुल										

(ख) क्या यह योजनाये सुचारू रूप से चलती है। हा/नही

(1) क्या किताबों का वितरण समय पर होता है।	हाँ/नही
(2) यदि आहार है, तो वह क्या उपयुक्त मात्रा मे और पौष्टिक है	हाँ/नही
(3) क्या यूनिफार्म का वितरण शैक्षिक वर्ष के शुरू में ही हो जाता है।	हाँ/नही
(4) क्या उपस्थिति छात्रवृति समय पर दी जाती हैं।	हाँ/नहीं
(5) इन योजनाओं को लागू करने में आपके विचार में क्या क्या कमिया हैं।	हाँ/नहीं
(6) इन योजनाओं को अत्याधिक सफल बनाने मे आपके सुझाव।	हाँ/नहीं

9. इस स्कूल में किस-किस क्षेत्र (गाँवों) से बालिकाए आ सकती है?

(i) निकटतम बालिका मिडिल विद्यालय की दूरी— कि मी

(ii) निकटतम बालिका सेकेन्डरी विद्यालय की दूरी— कि मी

10. आपके विचार और अनुभव से बालिकाए किन प्रमुख कारणों से अपनी शिक्षा जारी रखती हैं?

11. उन मुख्य कारणों को बताइये जिसकी वजह से आपकी कक्षा में से बालिकायें स्कूल छोड़कर चली गई है।

12. (i) आपके स्कूल मे कक्षानुसार औसत (प्रतिशत में) उपस्थिति कितनी है?
   (ii) आपके स्कूल में प्राय किस वर्ग की बालिकाये अधिकाशत अनियमित रूप से आती है? कक्षानुसार सख्या बताए।

   (iii) बालिकाओ के नियमित रूप से स्कूल नही आने के कुछ मुख्य कारण बताईये।

13. क्या आपने बालिकाओ के स्कूल छोड़ने की समस्या को सुलझाने का प्रयास किया है? हाँ/नही
यदि हा, तो जो कदम उठाए है उनको लिख।

14 बीच मे पढाई छोड़ने वाली बालिकाओ की सख्या को कम करने के लिए सुझाव दीजिए।

15. बालिकाओं के विद्यालय मे उपस्थिति सुधारने के लिए सुझाव दीजिए।

16. बालिकाओं के स्कूल मे नामाकन मे वृद्धि के लिए सुझाव दीजिए।

17. परिवार मे श्रम विभाजन का स्पष्टीकरण करें।

क्रम. स.	कार्यकलाप	व्यस्क		बच्चे	
		पुरुष	महिला	बालिका	बालक
1	2	3	4	5	6
(i)	खाना पकाना				
(ii)	बर्तन साफ करना				
(iii)	झाडू लगाना				
(iv)	कपड़े धोना				
(v)	बाजार का काम				
(vi)	बच्चो की देखभाल				
(vii)	बीमारो की देखभाल				
(viii)	बड़े बूढ़ो की देखभाल				
(ix)	पानी भर कर लाना				
(x)	पशु का चारा लगाना				
(xi)	ईंधन बटोरना/उपले बनाना				
(xii)	पशु पालन				
(xiii)	पशु चराना				
(xiv)	कृषि सबधी क्रिया कलाप				
(xv)	घरेलू उत्पादन				
(xvi)	कोई अन्य (स्पष्ट करे)				

18. परिवार निर्णायक भूमिका

तुम्हारे घर मे निम्न निर्णय कौन लेता है?

(i) घरेलू कार्य

(ii) बच्चो की पढाई

(iii) बचत

(iv) लडके और लडकियो की शादी

19 बच्चों के लिए शैक्षिक आकांक्षा (i) बालिका (ii) बालक

20 बच्चो के लिए व्यवसायिक आकांक्षा

क्रम स.	व्यवसाय	बालिका	बालक
1	2	3	4
(i)	डाक्टर		
(ii)	इजीनीयर		
(iii)	वकील		
(iv)	अध्यापक		
(v)	नर्स		
(vi)	सरकारी कर्मचारी		
(vii)	पुलिस अधिकारी		
(viii)	राजनैतिक नेता		
(ix)	व्यापारी		
(x)	गृहिणी		
(xi)	कोई अन्य (स्पष्टी करें)		

21. बालिकाओं के सामान्यतः विद्यालय बीच मे छोड़ने के कुछ कारण नीचे दिए गए है। मान्य कारणों के सामने किसी एक पर (√) का निशान लगाएँ

क्र. संख्या	कारण	सहमत है	कोई मत नही	सहमत नहीं
(क)	अभिभावक बालिकाओ की शिक्षा का व्यय नहीं वहन कर सकते।			
(ख)	पारिवारिक धन्धे मे सहायता करने के लिए अभिभावकों को उनकी सहायता चाहिए।			
(ग)	विद्यालय का वातावरण उत्साहजनक नही है। (अपर्याप्त भौतिक सुविधाएँ, खराब विद्यालय भवन, आदि के कारण)			
(घ)	समुदाय का बालिक शिक्षा के प्रति विरोधी रवैया।			
(च)	कक्षा मे आवश्यकता से अधिक छात्र संख्या के कारण शिक्षक बच्चों पर व्यक्तिगत ध्यान नही दे सकते है।			
(छ)	कई कक्षाओ के लिए एक ही शिक्षक होने के कारण।			
(ज)	विद्यालय का समय बालिकाओ के लिए उपयुक्त नही है।			
(झ)	समुदाय का शिक्षा के लाभ से अवगत न होना।			
(ण)	ग्राम समुदाय मे निरक्षरता।			
(त)	समुदाय की यह भावना है कि शिक्षा उनकी जरूरतो को पूरा नही कर सकती।			
(थ)	छोटी आयु मे शादी होना।			
(द)	बालकिाओ के लिए अलग विद्यालय नही है।			
(ध)	बालिकाओ को पुरूष-शिक्षको द्वारा पढ़ाया जाना माता-पिता नापसंद करते है।			
(य)	बालिकाओं का घर पर छोटे बहन-भाई की देखभाल करनी पडती है।			
(र)	अधिकतर बालिकाओं के लिए विद्यालय काफी दूर हैं।			
(ल)	कोई अन्य (स्पष्ट करें)			

22. बालिका शिक्षा की उपयोगिता। कृपया निम्नलिखित के बारे मे अपनी राय बताइए।

(क) क्या आवश्यकता पड़ने पर शिक्षा ग्राम की बालिकाओ को अपनी रोज़ी रोटी
कमाने का अवसर प्रदान करेगी? हाँ/नही/पता नहीं

(ख) क्या शिक्षित बालिकाएँ अधिक परिश्रम वाले कार्यों को करने से दूर रहना चाहती हैं? हाँ/नही/पता नहीं

(ग) क्या शिक्षा बालिकाओं को अपने फालतू समय को सदुपयोग में लाने
मे सहायता करती है? हाँ/नही/पता नहीं

(घ) क्या शिक्षित बालिकाओं को पुरानी मान्यताओं मे अधिक विश्वास नही है? हाँ/नही/पता नहीं

(ग) क्या शिक्षा बालिकाओं को अच्छी गृहणी बनने मे सहायता देती है? हाँ/नही/पता नहीं

(च) बालिकाओं को शिक्षा दिलाने से उनके लिए उचित/अच्छा संबंध तलाश करने
में आसानी रहेगी हाँ/नही/पता नहीं

(छ) बालिकाओ को शिक्षा दिलाने से उनके लिए उचित/अच्छा संबंध तलाश करने
में आसानी रहेगी। हाँ/नही/पता नही

(ज) क्या शिक्षा प्राप्त बालिकाएँ ग्राम की सामान्य स्थिति मे सुधार करने मे
(जैसे सफाई, अनपढ़ो को पढ़ाना, आदि) रूचि लेगी? हाँ/नही/पता नहीं

23. क्या आपको लड़के/लड़कियों का एक ही संस्था में पढ़ाने में कोई आपत्ति है? हाँ/नहीं
यदि हाँ तो क्यों?

24. क्या आपको बालिकाओ को पुरुष शिक्षको द्वारा पढ़ाये जाने पर कोई आपत्ति है? हाँ/नही
यदि हाँ तो क्यो?

25. लिंग समानता

क्रम स.	कथन	विचार		
		सहमत	असहमत	कोई विचार नही
1	2	3	4	5
(i)	बालको एव बालिकाओ को समान शिक्षा की आवश्यकता है।			
(ii)	कर्तव्यो एव जिम्मेवारियो का बालको एव बालिकाओ मे समान विभाजन होना चाहिये।			
(iii)	बालक एव बालिका को समान भोजन की आवश्यकता है।			
(iv)	बालको एव बालिकाओ की समान स्वास्थ्य एव चिकित्सक देखभाल होनी चाहिये।			
(v)	बालकों एवं बालिकाओ को एक समान स्वतत्रता मिलनी चाहिए।			
(vi)	बालकों एव बालिकाओ के खेलने के लिए एक समान समय मिलना चाहिये।			
(vii)	बालक एवं बालिकाए सभी कार्य भली भाँति कर सकते हैं।			
(viii)	बालकों एव बालिकाओं को बच्चो की देखभाल, खाना पकाना एव स्वास्थ्य सबधित कौशलो की शिक्षा मिलनी चाहिये।			
(ix)	स्त्रियों एव पुरूषों के लिए सभी व्यवसाय बराबर उपयुक्त हैं।			
(x)	समान कार्य के लिए बालको एव बालिकाओ को समान वेतन मिलना चाहिये।			
(xi)	स्त्रियाँ एव पुरुष समान रूप से हर जिम्मेवारी निभा सकते है।			
(xii)	पति-पत्नी को सभी निर्णय मिलकर लेने चाहिये।			
(xiii)	बालक व बालिकाओ मे समान बुद्धिमत्ता व प्रतिभाये होती है			

शिक्षक अनुसूची

GS 5

1. नाम

   (i) स्थानीय पता

   (ii) स्थाई पता

2. निवास स्थान से विद्यालय की दूरी कि. मी.

3. यातायात का साधन

4. आयु

5. लिंग

6. शैक्षिक योग्यता

7. सेवा की अवधि

8. पढाई जाने वाली कक्षायें

9. आपके विचार और अनुभव से बालिकाऍं किन प्रमुख कारणों से विद्यालय में अपनी शिक्षा जारी रखती हैं?

10. उन मुख्य कारणों को बताये जिसकी वजह से आपकी कक्षा में से बालिकायें स्कूल छोड कर चली गईं?

    (i) आर्थिक कारण

    (ii) सामजिक कारण

    (iii) शिक्षा/विद्यालय सम्बन्धित कारण

    (iv) अन्य कारण (स्पष्ट करें)

11. वह छात्रायें जो प्राय: स्कूल में अनुपस्थित रहती हैं, कृपया कारण बताएँ।

12. वह छात्राये जो प्राय स्कूल मे देर से पहुँचती है, कृपया कारण बताएँ।

13 जिन छात्राओ ने स्कूल छोड दिया है उन्हें स्कूल मे लाने के लिए आपके प्रयत्न

(i) परिवार से सम्बन्ध स्थापित किया

(ii) बालिकाओ की कठिनाईयो को देर करने का प्रयत्न किया

(iii) बालिका शिक्षा अभियान चलाया

(iv) कोई अन्य (स्पष्ट करें)

13. बीच मे ही पढाई छोडने वाली बालिकाओ की सख्या को कम करने के लिए सुझाव दीजिए।

14. बालिकाओं की विद्यालय मे उपस्थिति सुधारने के लिए सुझाव दीजिए।

15. बालिकाओ के स्कूल में नामाकन मे वृद्धि के लिए सुझाव दीजिए।

16. परिवार में श्रम विभाजन का स्पष्टीकरण करें।

क्रम. सं.	कार्यकलाप	व्यस्क		बच्चे	
		पुरुष	महिला	बालिका	बालक
1	2	3	4	5	6
(i)	खाना पकाना				
(ii)	बर्तन साफ करना				
(iii)	झाडू लगाना				
(iv)	कपडे धोना				
(v)	बाजार का काम				
(vi)	बच्चो की देखभाल				
(vii)	बीमारो की देखभाल				
(viii)	बडे बूढों की देखभाल				
(ix)	पानी भर कर लाना				
(x)	पशु का चारा लगाना				
(xi)	ईंधन बटोरना/उपले बनाना				
(xii)	पशु पालन				
(xiii)	पशु चराना				
(xiv)	कृषि संबधी क्रिया कलाप				
(xv)	घरेलू उत्पादन				
(xvi)	कोई अन्य (स्पष्ट करें)				

17. परिवार निर्णायक भूमिका

तुम्हारे घर मे निम्न निर्णय कौन लेता है?

(i) घरेलू कार्य
(ii) बच्चो की पढाई
(iii) बचत
(iv) लडके और लडकियों की शादी

18. बच्चो की लिए शैक्षिक आकाक्षा (i) बालिका (ii) बालक

19. बच्चों के लिए व्यवसायिक आकाक्षा

क्रम स.	व्यवसाय	बालिका	बालक
1	2	3	4
(i)	डाक्टर		
(ii)	इंजीनीयर		
(iii)	वकील		
(iv)	अध्यापक		
(v)	नर्स		
(vi)	सरकारी कर्मचारी		
(vii)	पुलिस अधिकारी		
(viii)	राजनैतिक नेता		
(ix)	व्यापारी		
(x)	गृहिणी		
(xi)	कोई अन्य (स्पष्टी करें)		

20. बालिकाओ के सामान्यतः विद्यालय बीच में छोडने के कुछ कारण नीचे दिए गए हैं। मान्य कारणों के सामने किसी एक पर (√) का निशान लगाएँ

क्र. संख्या	कारण	सहमत है	कोई मत नही	सहमत नही
(क)	अभिभावक बालिकाओ की शिक्षा का व्यय नही वहन कर सकते।			
(ख)	पारिवारिक धन्धे मे सहायता करने के लिए अभिभावको को उनकी सहायता चाहिए।			
(ग)	विद्यालय का वातावरण उत्साहजनक नही है। (अपर्याप्त भौतिक सुविधाएँ, खराब विद्यालय भवन, आदि के कारण)			
(घ)	समुदाय का बालिक शिक्षा के प्रति विरोधी रवैया।			
(च)	कक्षा में आवश्यकता से अधिक छात्र सख्या के कारण शिक्षक बच्चो पर व्यक्तिगत ध्यान नही दे सकते है।			
(छ)	कई कक्षाओ के लिए एक ही शिक्षक होने के कारण।			
(ज)	विद्यालय का समय बालिकाओ के लिए उपयुक्त नही है।			
(झ)	समुदाय का शिक्षा के लाभ से अवगत न होना			
(ण)	ग्राम समुदाय में निरक्षरता।			
(त)	समुदाय की यह भावना है कि शिक्षा उनकी जरूरतो को पूरा नही कर सकती।			
(थ)	छोटी आयु मे शादी होना।			
(द)	बालकिाओ के लिए अलग विद्यालय नही है।			
(ध)	बालिकाओ को पुरूष-शिक्षको द्वारा पढाया जाना माता-पिता नापसद करते है।			
(य)	बालिकाओ का घर पर छोटे बहन-भाई की देखभाल करनी पडती है।			
(र)	अधिकतर बालिकाओ के लिए विद्यालय काफी दूर है।			
(ल)	कोई अन्य (स्पष्ट करे)			

21. बालिका शिक्षा की उपयोगिता। कृपया निम्नलिखित के बारे मे अपनी राय बताइए।

(क) क्या आवश्यकता पडने पर शिक्षा ग्राम की बालिकाओ को अपनी रोजी रोटी कमाने का अवसर प्रदान करेगी? हाँ/नही/पता नही

(ख) क्या शिक्षित बालिकाएँ अधिक परिश्रम वाले कार्यो को करने से दूर रहना चाहती हैं? हाँ/नही/पता नही

(ग) क्या शिक्षा बालिकाओ को अपने फालतू समय को सदुपयोग मे लाने मे सहायता करती है? हाँ/नही/पता नहीं

(घ) क्या शिक्षित बालिकाओ को पुरानी मान्यताओं मे अधिक विश्वास नही है? हाँ/नही/पता नही

(ग) क्या शिक्षा बालिकाओ को अच्छी गृहणी बनने मे सहायता देती है? हाँ/नही/पता नही

(च) बालिकाओ को शिक्षा दिलाने से उनके लिए उचित/अच्छा सबध तलाश करने मे आसानी रहेगी हाँ/नही/पता नही

(छ) बालिकाओ को शिक्षा दिलाने से उनके लिए उचित/अच्छा संबध तलाश करने मे आसानी रहेगी। हाँ/नही/पता नही

(ज) क्या शिक्षा प्राप्त बालिकाएँ ग्राम की सामान्य स्थिति मे सुधार करने मे (जैसे सफाई, अनपढो को पढाना, आदि) रूचि लेगी? हाँ/नही/पता नही

22. क्या आपको लडके/लडकियो का एक ही सस्था मे पढाने मे कोई आपत्ति है? हाँ/नही
यदि हाँ तो क्यो?

23. क्या आपको बालिकाओ को पुरुष शिक्षकों द्वारा पढाये जाने पर कोई आपत्ति है? हाँ/नही
यदि हाँ तो क्यो?

24 लिंग समानता

क्रम. स.	कथन	विचार		
		सहमत	असहमत	कोई विचार नही
1	2	3	4	5
(i)	बालको एव बालिकाओ को समान शिक्षा की आवश्यकता है।			
(ii)	कर्तव्यो एव जिम्मेवारियो का बालको एव बालिकाओ मे समान विभाजन होना चाहिये।			
(iii)	बालक एव बालिका को समान भोजन की आवश्यकता है।			
(iv)	बालको एव बालिकाओ की समान स्वास्थ्य एव चिकित्सक देखभाल होनी चाहिये।			
(v)	बालको एव बालिकाओ को एक समान स्वतन्त्रता मिलनी चाहिए।			
(vi)	बालको एव बालिकाओ के खेलने के लिए एक समान समय मिलना चाहिये।			
(vii)	बालक एव बालिकाए सभी कार्य भली भाँति कर सकते है।			
(viii)	बालको एव बालिकाओ को बच्चो की देखभाल, खाना पकाना एव स्वास्थ्य सबधित कौशलो की शिक्षा मिलनी चाहिये।			
(ix)	स्त्रियो एव पुरुषों के लिए सभी व्यवसाय बराबर उपयुक्त है।			
(x)	समान कार्य के लिए बालकों एव बालिकाओं को समान वेतन मिलना चाहिये।			
(xi)	स्त्रियां एव पुरुष समान रूप से हर जिम्मेवारी निभा सकते है।			
(xii)	पति-पत्नी को सभी निर्णय मिलकर लेने चाहिये।			
(xiii)	बालक व बालिकाओ मे समान बुद्धिमता व प्रतिभाये होती है			

समुदाय प्रधान अनुसूचा

GS 6

1. नाम और पता

2. लिंग

3. आयु

4. शैक्षिक योग्यता

5. व्यवसाय

6 जो भी उपयुक्त हो उस पर (√) निशान लगाये।
आप का कार्य क्षेत्र ·
- (i) विधान सभा सदस्य है
- (ii) ग्राम प्रधान है
- (iii) सदस्य/सरपंच
- (iv) डाक्टर
- (v) अध्यापक
- (vi) अनौपचारिक प्रशिक्षक
- (vii) आंगनवाड़ी कर्मचारी
- (viii) समाज सेवक
- (ix) प्रशासक
- (x) नियोजक
- (xi) अन्य कोई (स्पष्ट करें)

7. इस गाँव से आप कितने समय से सबधित है? (वर्षों मे बतायें)

8. क्या महिलाये निम्नलिखित सस्थाओ मे भाग लेती हैं?

(i) ग्राम पचायत बैठक	हाँ/नही/कभी-कभी
(ii) महिला मडल	हाँ/नही/कभी-कभी
(iii) अन्य, राजनैतिक और सामाजिक सगठन (स्पष्ट करें)	हाँ/नही/कभी-कभी

9. कौन से क्रियाकलाप/कार्यक्रम आपने गाँव मे शुरू किये हैं? (ब्यौरा दे)
- (i) विकास संबधी
- (ii) शिक्षा संबधी
- (iii) सामाजिक और सास्कृतिक
- (iv) धार्मिक
- (v) महिला विकास संबधी
- (vi) बाल किास सबधी
- (v) अन्य (स्पष्ट करें)

10. क्या महिलाएँ गाँव के क्रियाकलापो मे निर्णायक भूमिका निभाती हैं? जैसे कि–

(i) विकास संबधी	हाँ/नही/कभी-कभी
(ii) शिक्षा सबधी	हाँ/नही/कभी-कभी
(iii) सामाजिक और सॉस्कृतिक	हाँ/नही/कभी-कभी
(iv) धार्मिक	हाँ/नही/कभी-कभी
(v) अन्य (स्पष्ट करें)	हाँ/नही/कभी-कभी

11.

(i) क्या आपके गाँव मे विद्यालय है?	हाँ/नही
(ii) क्या आपके गाँव की सभी बालिकाएँ विद्यालय जाती है?	हाँ/नही

(iii) यदि नहीं जाती, तो किन कारणों से?

(क) आर्थिक कारण

(ख) सामजिक कारण

(ग) शिक्षा/विद्यालय सम्बन्धित कारण

(घ) अन्य कारण (स्पष्ट करें)

(iv) यदि विद्यालय नही है तो आपने स्कूल खुलवाने के लिए कोई प्रयास किया है या नही? कृपया ब्यौरा दीजिए।

12 क्या आपने माता-पिता को बालिकाओ को शिक्षित करने के लिए प्रोत्साहित किया है? कृपया ब्यौरा दीजिए।

13. (i) क्या समुदाय ने गत वर्षों मे बालिकाओ की शिक्षा मे बढोतरी के लिए कोई प्रयास किये हैं? हाँ/नही
(ii) यदि हाँ, तो कृपया ब्यौरा दे।

14. क्या आपके गाँव/शहर मे बालिकाओ की शिक्षा को बढाने के लिए निम्नलिखित योजनाएँ व कार्यक्रम चलाए जा रहे हैं।

क्रम	वर्ग	निशुल्क भोजन	निशुल्क किताब	निशुल्क यूनिफार्म	उपस्थिति छात्रवृति	कोई अन्य
1	2	3	4	5	6	7
(i)	अनुसूचित जाति					
(ii)	जन जाति					
(iii)	अन्य					

15. (i) क्या गाँव में कोई अनौपचारिक शिक्षा केन्द्र है? हाँ/नही
(ii) यदि नहीं, तो क्या आप गाँव मे अनौपचारिक शिक्षा केन्द्र खुलवाना चाहते हैं? हाँ/नही/पता नही
(iii) यदि हाँ, तो अनौपचारिक शिक्षा केन्द्र को गाँव क्या सुविधाए उपलब्ध कर सकता है?
(अ) स्थान उपलब्ध कराना (ब) अध्यापक/स्वय सेवक
(स) कोई अन्य

16. क्या आप के विचार में बालिकाओं के लिए अलग से विद्यालय व अनौपचारिक केन्द्र की आवश्यकता है? हाँ/नहीं

17. परिवार में श्रम विभाजन का स्पष्टीकरण करें।

क्रम. सं.	कार्यकलाप	व्यस्क		बच्चे	
		पुरुष	महिला	बालिका	बालक
1	2	3	4	5	6
(i)	खाना पकाना				
(ii)	बर्तन साफ करना				
(iii)	झाड़ू लगाना				
(iv)	कपड़े धोना				
(v)	बाजार का काम				
(vi)	बच्चों की देखभाल				
(vii)	बीमारों की देखभाल				
(viii)	बड़े बूढ़ों की देखभाल				
(ix)	पानी भर कर लाना				
(x)	पशु का चारा लगाना				
(xi)	ईंधन बटोरना/उपले बनाना				
(xii)	पशु पालन				
(xiii)	पशु चराना				
(xiv)	कृषि संबंधी क्रिया कलाप				
(xv)	घरेलू उत्पादन				
(xvi)	कोई अन्य (स्पष्ट करें)				

18. परिवार निर्णायक भूमिका:
तुम्हारे घर में निम्न निर्णय कौन लेता है?
(i) घरेलू कार्य (ii) बच्चों की पढ़ाई
(iii) बचत (iv) लड़के और लड़कियों की शादी

19. बच्चों की लिए शैक्षिक आकाक्षा (i) बालिका (ii) बालक

20. बच्चों के लिए व्यवसायिक आकाक्षा

क्रम सं.	व्यवसाय	बालिका	बालक
1	2	3	4
(i)	डाक्टर		
(ii)	इंजीनीयर		
(iii)	वकील		
(iv)	अध्यापक		
(v)	नर्स		
(vi)	सरकारी कर्मचारी		
(vii)	पुलिस अधिकारी		
(viii)	राजनैतिक नेता		
(ix)	व्यापारी		
(x)	गृहिणी		
(xi)	कोई अन्य (स्पष्टी करें)		

21. बालिकाओ के सामान्यतः विद्यालय बीच मे छोडने के कुछ कारण नीचे दिए गए है। मान्य कारणों के सामने किसी एक पर (√) का निशान लगाएँ

क्र. सख्या	कारण	सहमत है	कोई मत नही	सहमत नही
(क)	अभिभावक बालिकाओ की शिक्षा का व्यय नही वहन कर सकते।			
(ख)	पारिवारिक धन्धे मे सहायता करने के लिए अभिभावको को उनकी सहायता चाहिए।			
(ग)	विद्यालय का वातावरण उत्साहजनक नही है। (अपर्याप्त भौतिक सुविधाएँ, खराब विद्यालय भवन, आदि के कारण)			
(घ)	समुदाय का बालिक शिक्षा के प्रति विरोधी रवैया।			
(च)	कक्षा मे आवश्यकता से अधिक छात्र सख्या के कारण शिक्षक बच्चो पर व्यक्तिगत ध्यान नही दे सकते है।			
(छ)	कई कक्षाओ के लिए एक ही शिक्षक होने के कारण।			
(ज)	विद्यालय का समय बालिकाओ के लिए उपयुक्त नही है।			
(झ)	समुदाय का शिक्षा के लाभ से अवगत न होना।			
(ण)	ग्राम समुदाय मे निरक्षरता।			
(त)	समुदाय की यह भावना है कि शिक्षा उनकी जरूरतो को पूरा नही कर सकती।			
(थ)	छोटी आयु मे शादी होना।			
(द)	बालकिाओ के लिए अलग विद्यालय नही है।			
(ध)	बालिकाओ को पुरूष-शिक्षको द्वारा पढाया जाना माता-पिता नापसद करते है।			
(य)	बालिकाओ का घर पर छोटे बहन-भाई की देखभाल करनी पडती है।			
(र)	अधिकतर बालिकाओ के लिए विद्यालय काफी दूर है।			
(ल)	कोई अन्य (स्पष्ट करें)			

22 बालिका शिक्षा की उपयोगिता। कृपया निम्नलिखित के बारे मे अपनी राय बताइए।

(क) क्या आवश्यकता पडने पर शिक्षा ग्राम की बालिकाओ को अपनी रोजी रोटी कमाने का अवसर प्रदान करेगी? हाँ/नही/पता नही

(ख) क्या शिक्षित बालिकाएँ अधिक परिश्रम वाले कार्यो को करने से दूर रहना चाहती हैं? हाँ/नही/पता नही

(ग) क्या शिक्षा बालिकाओ को अपने फालतू समय को सदुपयोग मे लाने मे सहायता करती है? हाँ/नही/पता नही

(घ) क्या शिक्षित बालिकाओ को पुरानी मान्यताओ मे अधिक विश्वास नही है? हाँ/नही/पता नहीं

(ग) क्या शिक्षा बालिकाओ को अच्छी गृहणी बनने मे सहायता देती है? हाँ/नही/पता नहीं

(च) बालिकाओ को शिक्षा दिलाने से उनके लिए उचित/अच्छा संबध तलाश करने में आसानी रहेगी हाँ/नहीं/पता नहीं

(छ) बालिकाओं को शिक्षा दिलाने से उनके लिए उचित/अच्छा संबध तलाश करने में आसानी रहेगी। हाँ/नहीं/पता नहीं

(ज) क्या शिक्षा प्राप्त बालिकाएँ ग्राम की सामान्य स्थिति में सुधार करने में (जैसे सफाई, अनपढो को पढाना, आदि) रुचि लेंगी? हाँ/नहीं/पता नहीं

23. क्या आपको लड़के/लड़कियों का एक ही संस्था में पढ़ाने में कोई आपत्ति है? हाँ/नहीं
यदि हाँ तो क्यों?

24. क्या आपको बालिकाओ को पुरुष शिक्षकों द्वारा पढ़ाये जाने पर कोई आपत्ति है? हाँ/नही
यदि हाँ तो क्यो?

25. लिंग समानता

क्रम स.	कथन	विचार		
		सहमत	असहमत	कोई विचार नहीं
1	2	3	4	5
(i)	बालकों एवं बालिकाओं को समान शिक्षा की आवश्यकता है।			
(ii)	कर्तव्यों एवं जिम्मेवारियों का बालकों एवं बालिकाओं में समान विभाजन होना चाहिये।			
(iii)	बालक एवं बालिका को समान भोजन की आवश्यकता है।			
(iv)	बालकों एवं बालिकाओं की समान स्वास्थ्य एवं चिकित्सक देखभाल होनी चाहिये।			
(v)	बालकों एवं बालिकाओ को एक समान स्वतंत्रता मिलनी चाहिए।			
(vi)	बालकों एवं बालिकाओ के खेलने के लिए एक समान समय मिलना चाहिये।			
(vii)	बालक एवं बालिकाएं सभी कार्य भली भाँति कर सकते हैं।			
(viii)	बालकों एवं बालिकाओं को बच्चों की देखभाल, खाना पकाना एवं स्वास्थ्य संबंधित कौशलों की शिक्षा मिलनी चाहिये।			
(ix)	स्त्रियों एवं पुरूषों के लिए सभी व्यवसाय बराबर उपयुक्त हैं।			
(x)	समान कार्य के लिए बालकों एवं बालिकाओं को समान वेतन मिलना चाहिये।			
(xi)	स्त्रियों एवं पुरुष समान रूप से हर जिम्मेवारी निभा सकते हैं।			
(xii)	पति-पत्नी को सभी निर्णय मिलकर लेने चाहिये।			
(xiii)	बालक व बालिकाओं में समान बुद्धिमता व प्रतिभायें होती है			

APPENDIX B

CASE STUDIES

Ranjana : A highly motivated girl.

Thirteen year old Ranjana is the eldest daughter amongst three children. She lost her father when she was 7 years old. Her father was murdered by someone on the road. Mother is literate.

She stays with her mother, and the family has four members, herself, mother, one sister and one brother.

A small room of the area about 100 sq. feet is owned by them. The electricity, and tap water are available. Toilets are common.

The family income is about Rs.1500 per month. After the death of her father, mother started making pickles, papad etc.

The girl is good in sports and athletics. She goes for regular practice in the evenings and attends coaching camps for Kho-Kho. Her school is morning school. She comes home at about 1:00 p.m. After lunch, she does her home work and then helps her mother in her occupation. She is regular in studies and a bit aggressive.

When her father was alive, according to her, they had plenty of money. They used to go for movies, father used to give even pocket money to the girl at that age. She used to get all comforts. She showed respect for her father. When asked, she said," Neighbours say that your father was not a good person. He was a 'Goonda'. He had all illegal business and was killed in gang war".

According to her mother, the murderer was not detected and the file is closed.

The girl remembers that nobody was ready to purchase papads and pickles from them because of her father's reputation and the family suffered a lot. Now the people are cooperative.

The girl wants to be a police office, so that she can find out the truth behind the killing of her father. She knows that to be a police officer, she should get her degree.

When probed further, she admitted that the T.V. serial 'Udan' of Kavita Chowdhari gave her inspiration. She also stated that the IPS officer - a very efficient lady police officer - in that area has also impressed her.

The mass media and exposure to society are two factors for continuance of this girl in education.

Tara : A motivated girl.

Tara is fourteen year old, weak girl, studying in Std. VII in a Municipal Primary School. She has one elder brother, who is 18 years old, attending a night school and working in a small factory, earning about Rs.500 per month. Her father is a blind person, he lost his sight because of illicite liquor consumption and now unemployed. Mother works as housemaid and Tara goes with her for help. She gets about Rs.225 per month.

Tara has two younger sisters, who also attend the same primary school. She helps them in studies, helps mother in household work also.

Tara goes to school at 12:30 p.m. Early morning at 6:00 a.m. her day starts. She sweeps the house, helps mother in cooking and 8:00 a.m. to 10:00 a.m. She does her home work and study along with two sisters. After that she joins her mother at work place and works till 11:30 a.m. After coming home, she eats and goes to school.

Tara understands the difficulties faced by her mother. She wants to go for nursing as profession, for which she has to pass her higher secondary. According to her, in nursing training, her mother will not have financial burden as she will get some stipend, and after completing the course, she will get a job. She thinks that if treated in time, her father would have saved his eyesight. Doctors are not easily available as per her views. But number of nurses are there in the hospitals, which can help the poor people in their trouble, she added further.

To help the people and get a permanent job, she wants to be a nurse. Her mother is also supporting her. Even the father has stopped consuming alcohol and he repents about his bad habits.

With the parental support and support from elder brother, Tara wants to achieve the goal, for which she is regular in studies and sincere in doing the work.

Sunanda : A high Achiever.

Sunanda has one elder brother aged 15 years and studying in Std. X. She is 12 years old and is in Std. VIII. Both of them attend the same aided school. Father is S.S.C. and mother has studied upto Std. VII. Father is working as carpenter and takes small contracts for making furniture. He is a good worker. Mother is basically a housewife but now she works from 12:00 to 3:00 p.m. as voluntary health worker at health post.

Sunanda helps her mother in household work. Both the children are treated equally well. Her brother helps her in her studies.

The family has two small rooms in a very crowded slum, with tap water and electricity facilities. The toilets are common. The neighbourhood is also good. Very few families have alcoholics.

Her mother gets Rs.200 per month and fathers income is not fixed, but still it is about Rs.2000 per month.

In the school, she has many friends and she visits their homes but she hardly invites anybody to her home. According to her, others have better houses and she feels shy to call them. She also gets an opportunity to see the designs of furniture, which her father makes.

Her ambition is to have a good, well-equipped house, for which she wants to be a doctor. According to her, a doctor gets respect from all, helps all in trouble and earns nicely.

Parents are also helping her to make her dreams come true. Parents' attitude, social climate, school climate all are positive factors responsible for her high achievement in school.

Mandakini : A high Achiever.

Mandakini is 14 year old girl studying in Std.IX. She is fair, tall, well-mannered girl, who is very punctual in her studies.

The family is a nuclear family with father, mother, and one younger brother. Father is S.S.C pass and mother is primary level passed. The younger brother is also good clever student.

Their house is a small room of size 10*9 feet. A washing place is in the room with tap water facility.

Her father was a mill-worker, but due to strike in 1981, the mill closed down and he is jobless. The family started doing the work of 'thread cutting'. They bring clothes stitched in ready-made garment factory, for cutting the unnecessary threads and making the apparels perfect. All the members of the family work on it .

According to Mandakini, parents force her to do her studies first, because they aspire for her very high.

The work of 'thread cutting' is rather seasonal. Before the festival time, the work is tremendous, but there is always a slack season, when the family suffers.

Mandakini wants a job which will pay her regular salary. She knows very well that to get a good job, she has to study. She is aware of the facilities available for education to girls.

She wants to be an accountant in a government office, for which she wants to take a degree in commerce. She has all support from the family and the encouragement from parents. Parental attitude helps in realising her goals.

Ramdulari : A potential Drop-out.

Ramdulari is from Uttar Pradesh. Her parents migrated to Bombay from Azamgadh district about 15 years ago. Ramdulari is eldest among 6 sisters and 1 brother. She is 12 years old. The brother is just 2 months old. Ramdulari, along with three younger sisters, attends a Municipal Primary School in the area where they stay. They have a small hut, constructed by using bamboo, polythene sheets and gunny bags.

During rainy season, the floor of the hut is always wet. The family has to fetch water from the public tap. The toilets are public but insufficient.

Ramdulari's mother is a housewife and father is a vendor who sells seasonal fruit. According to the mother, the total family income is about Rs. 1000 per month.

Being the eldest daughter, Ramdulari helps her mother in all household work and looks after the siblings. She is in Std. III along with two younger sisters. All the three sisters are in one class. The text books are provided by school, but the other stationary is not supplied.

Mother wants to get her married, but according to her they do not have sufficient money for dowry.

Parents are illiterate, but father knows counting. Now after the birth of a son in the family, the parents are satisfied. But Ramdulari has a lot of burden of household work on her shoulders. She hardly finds time for study. She did not appear for annual examination twice in her school life. The reason was visit to the native place for attending some function.

Parents neglect the education of girls, economic conditions do not allow parents to provide facilities, lack of basic amenities are the factors which may cause Ramdulari to drop-out from the school.

Shabana : A potential Drop-out.

A thirteen year old Shabana is a Sunni Muslim girl. She has two elder brothers, and three younger sisters. Her mother and father are both illiterates. Mother is a housewife and father sells eggs from door to door. In the morning he sells bread with eggs. He earns about Rs.600 per month.

The family lives in a small hut, with no basic amenities available. Shabana, being the elder daughter, is busy with fetching water, looking after siblings, standing in queue for getting food grains from ration shop etc.

Both the parents have very orthodox views. They are not interested in the education of girls.

The mother wears Purdah, when she goes out. The brothers get all the facilities, but the girls do not.

The neighbours are also muslims but because the education is free the girls are sent to Urdu Medium Schools. Shabana is in Std.V. She got enrolled in school at the age of 7 years. There is nobody to help her in studies. Though she is in Std.V, she does not know reading and writing properly.

Distribution of food also shows discrimination between boys and girls. As the father sells eggs, some cracked eggs and left over breads are used as food. The eggs are usually given to boys first.

Parents are eager to get Shabana married as early as possible. They discuss about it at home regularly. According to parents, whatever Shabana has learnt is more than sufficient. To become a housewife, education is not necessary. Mother expressed that if Shabana continues to go to school, she may run away with any boy , and that may cause lot of trouble to the entire family.

Shabana also is not interested in studies. She feels shy in the class because she is older than other girls. She may drop-out at any time.

The education and attitude of parents as well as the social climate of the location are barriers in her education.

Nirmala [illegible]

[illegible] year old Nirmala [illegible] girl [illegible]

She is a thin, dark, under nourished girl, who is very submissive. She left the school in Std.IV because she failed.

She stays in a nuclear family, with father, step-mother and one step sister and one step brother. Father is a mill worker, and earns about Rs.2000 per month. The girl also works as housemaid in two houses earning about Rs.150 per month. The earnings are taken by her step mother.

In the small room where she resides they have a radio and T.V. set. Basic amenities are available to the family. During the interview, the step mother interrupted frequently. She praised her daughter, who is two years younger to Nirmala.

Nirmala's friend from the neighbourhood reported that Nirmala was good in studies at the beginning. But as her step-mother delivered a baby boy, she asked Nirmala to do all the household work. Many a times, it was impossible for Nirmala to attend the school.

Nirmala was contacted outside her house, when she was going to work as housemaid. She opened out and said that father is good, but he cannot do anything. Mother did not allow her to go to school and so she failed and the mother forced her to leave the school.

In Nirmala's case it is not the level of intelligence, but the adverse conditions at home made her a drop-out.

EDUCATION

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Bharati : A Drop-out.

Bharati is a 10 year old girl. She is eldest amongst four children. She stays in a pucca house, owned by the family with water tap and toilets common. She is an introvert, shy, short girl. She showed no self confidence. It was difficult to make her talk.

Her father is a driver on a garbage truck of Municipal Corporation of Greater Bombay. Before that he was a sweeper in the health department of BMC. He is just a literate and of scheduled caste community.

Mother is primary stage passed, born in advance caste. As she married scheduled caste, uneducated sweeper, her family members have no connection with her. She knows stitching and embroidery well.

The family has a tense atmosphere all the time. At the beginning, the father was good, but now he is an alcoholic. He spends nearly all of his earnings on alcohol. According to her mother, Bharati was not so dull at the beginning. But because of her father's beating and quarreling she become frightened and shy.

The mother is busy with the sewing work and embroidery to earn for the family. Bharati looks after the siblings. She also loves stitching.

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